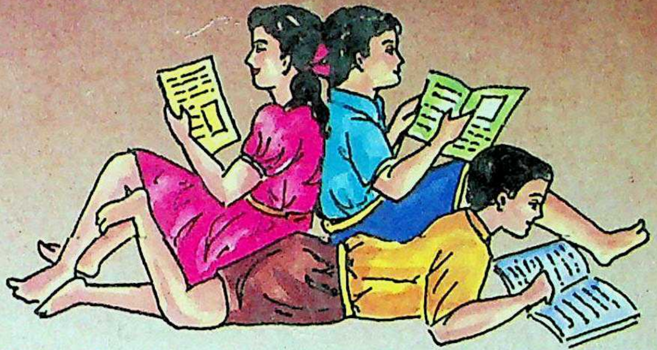

Children's Literature and Reading Habit

JAYA GUPTA

The Book

"Child is the father of man!" Successive civilizations kept on repeating this proverb in their own words, but remained rather lackadaisical in recognizing it in spirit. This is more true to the publication of children literature in India in particular. The present publication, "Children's Literature and Reading Habit" takes realistic account of all socio-economic and cultural changes and also psychological aspects which cast their influences on the course of child development through children's literature. The various points of views are well documented as chapters are organised to focus on pertinent issues, such as nature of children literature, background and development of children literature, reason for low rate of growth of the children's literature, expectation from publishers, parents, librarian, teachers, government and various institutions in the growth of useful literature for the child, economics for publishing children's books etc. The study and analysis is based on interaction with all those concerned with the help of survey and personal interview, as well as by extensive study of available literature.

The book is designed to be used by teachers, administrators, librarians, parents and publishers of children literature.

Rs. 460

CHILDREN'S LITERATURE AND READING HABIT

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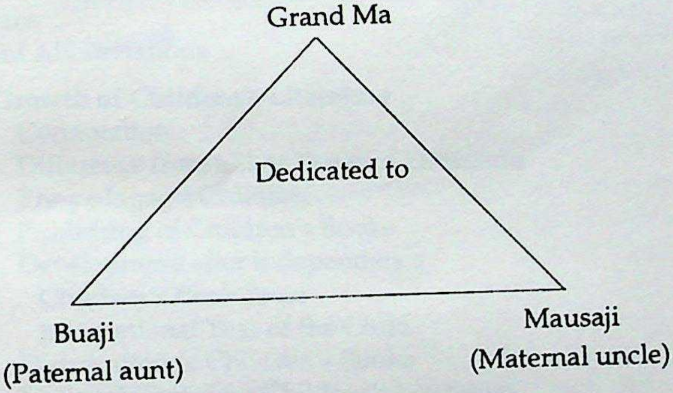

Grand Ma

Dedicated to

Buaji
(Paternal aunt)

Mausaji
(Maternal uncle)

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Preface

Child is the father of man! Successive civilizations kept on repeating this familiar proverb in their own words but remained rather lackadaisical in recognizing it in spirit. Consequently the children lived on their diminutive existence for many a millenium. It was only about a couple of hundred years ago that a new social awakening gave rise to endeavours for the discovery of child and there was realization of the need to educate the children. Nonetheless, it was also felt that schooling or formal education is only a part of life-long process of education and also that this process receives its vital sustenance from the reading habit developed in an individual. The reading habit itself thrives on the sap of literature. Thus children's literature came to be considered as an important medium of child education.

The renascent awakening about the child and his formal education brought about the emergence of children's literature in the West. This literature travelled to India as a new concept and form. Though India had a few classics in Sanskrit which were allusive of the existence of a tradition of children's literature, the new concept from the West found almost a virgin territory in this country and the children's literature in Indian languages began to emerge in modern sense of the term.

Chapter 1 discusses the definition of the term 'Children's Literature', its importance and growth showing its difference from other types of literature. The genesis of children's literature in the

West and in India have been discussed in this chapter making comparative study with international scenario and position in respect of other regional languages of India. The national and international institutions contributing to promotion of children's literature in India have also been introduced.

Chapter 2 makes a detailed study of the state of affairs obtaining in the field of children's literature in Hindi and identifies the various reasons retarding its progress.

Chapter 3 discusses at length the specific requirements of different age-groups of children in respect of their literature. The discussion takes into account the children upto the age of 14 years only as the Constitution of India also consider 14 years as the upper age limit of the child.

Chapter 4 is comprised of a field study in respect of production and distribution of children's literature in Hindi. It is a market survey made on the basis of a questionnaire. Thus Particulars of about 350 publishers of children's books in India were collected and the questionnaire were sent to them. However, the response came from 159 publishers. The results of the survey have been discussed in this chapter.

Chapter 5 discusses (in detail) the role of library in promoting children's literature. The discussion marks out the children's library as the focal point which forms the most vital and versatile link between the producers and the users of books. It points out as to how the library benefits the production sector in improving the quality and the use of children's literatures by cultivation of reading habit in the children. The chapter deals with all types of libraries which serve the children. The aspects concerning the requirements of efficient services in the library and modern techniques of Library Science and practices have been discussed keeping in view the promotion of children's books in Hindi and the reading habit of the Hindi children.

Chapter 6 takes stock of the growth of different types of mass-media upto the present age of instant global communication and makes a realistic study of the interactions of these types with children's literature. It also explores the possibilities and probabilities of profitable use of revolution in mass-media in the interest of book culture and reading habit.

Chapter 7 furnishes detailed informations about the activities of numerous institutions of different types including the international ones which contribute their mite in promotion of children's literature.

I received the help of great many people in preparing and completing this treatise, more than could be acknowledged. A great deal of debt I owe to Mrs. Mohini Rao (formerly) Consultant, Operation Black Board Scheme for the affection and help I received from her which has been a source of inspiration for me in rowing through reds and blues. I am also indebted to other experts and administrators in the field, *viz.*, Dr. Harikrishna Devasare, Padmashree Dr. Shyam Singh Shashi, Dr. Mast Ram Kapoor, Mrs. Surekha Panandikar, Mrs. Manorma Jafa, Sh. Jai Prakash Bharati and others for their valuable advices and unstinting support during the course of preparation of this work.

I am sincerely thankful to different organisations and institutions, such as Children's Book Trust, National Book Trust, India, NCERT, AWIC, Publications Division, National Library (India), Delhi Public Library Gandhi National Museum and Library, Information Centres of State Governments in New Delhi and Sterling Publishers (Pvt.) Ltd. for allowing generous access to their reference materials and making available required information.

Federation of Indian Publishers, Akhil Bharatiya Hindi Prakashak Sangh and Delhi State Booksellers' and Publishers' Association, and also the 159 publishers, from various parts of the country, who responded to the questionnaire, deserve my special thanks.

There are many other persons who helped, guided, encouraged and assisted me in more than one way, such as Sh. Sharda Pathak eminent and senior Indian Journalist, Prof. A.M. Khusro, Prof. D.S. Aggarwal and Dr. Pandey S. K. Sharma of U.G.C., New Delhi. I take this opportunity to express my sincere thanks to them.

I am extremely indebted to my husband Sh. A.S. Gupta, and my children Kavita, Sangita and Vivek who never felt neglected, though I could not pay required attention to them during preparation of this work. Rather, I received great amount of afflatus from them because of which this work could see the light of the day. Also, I got first hand opportunity to learn about children and the effectiveness of childrens' literature in child development, through the observation of my own children. I find words inadequate to express my heart-felt thanks to my husband and children. My parents, brother and his family have been a source of inspiration and moral support to me. I express my sincere gratitude to them.

The book has been dedicated to late Smt. Saraswati Devi, my grandma, Smt. Kamla Devi, my paternal aunt and Sri P.P. Gupta, my maternal uncle. They inculcated into me the philosophy of life, nurtured my childhood and shaped my career. They formed the underbuilding and substructure in building my career. But for the triangular patronage received from them in the form of material support, inspiration and guidance, I could not have been what I am today. Hence this dedication is token of my gratitude.

My thanks are also due to Sh. G.S. Bhatia of Deep & Deep Publications, New Delhi for the excellent production and timely publication of this book.

New Delhi VIJAYA GUPTA

List of Abbreviations

ABD	Asian/Pacific Book Development
ACCU	Asian Cultural Centre for Unesco
ACP	Asian/Pacific Co-publication Programme
AWIC	Association of Writers and Illustrators for Children
BBC	British Broadcasting Corporation
CBT	Children's Book Trust
CML	Children's Media Laboratory
DAVP	Directorate of Audio-Visual Publicity
DK	Do not know
IBH	India Book House
ICCE	Indian Council for Child Education
ILA	Indian Library Association
INFLIBNET	Information and Library Network
I.TAX	Income Tax
IYC	International Year of the Child
KG Level	Kinder Garten Level
NA	Not Applicable
NBDB	National Book Development Board
NBDC	National Book Development Council
NBT	National Book Trust, India
NCCL	National Centre for Children's Literature
NCERT	National Council for Educational Research and Training
NDMC	New Delhi Municipal Committee
NIE	Newspaper in Education

NSS	National Service Scheme
OB Scheme	Operation Blackboard Scheme
ORG	Operation Research Group
RRRLF	Raja Rammohan Roy Library Foundation
TV	Television
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
USA	United States of America
USSR	Union of Soviet Socialist Republics
UT	Union Territory
VCR	Video Cassette Recorder

1

Growth of Children's Literature

1.1 CONNOTATION

Child is the father of man! Successive civilizations kept on repeating this familiar proverb in their own words but remained rather lackadaisical in recognizing it in spirit. Consequently, the children lived on their diminutive existence for many a millennium. It was only about a couple of hundred years ago that a new social awakening gave rise to endeavours for the discovery of child and there was realization of the need to educate the children.

The term 'Children's Literature' is comprised of two words of English language viz. 'Children' and 'Literature'. The word 'Children' is generally used to denote youngsters below the age of attaining adolescence whereas the other word of the term viz. 'Literature' connotes a piece of writing or the writings in prose or poetry having excellence of form or universal interest related to man. Thus the term 'Children's Literature' may be taken to mean writings or books which belong to the children or meant for their use. The term is universally used for the kind of literature which is of interest to children and makes them willing to receive it.

1.2 DIFFERENCE FROM OTHER TYPES OF LITERATURE

1.2.1 Text Books

The team 'children's literature' is often understood to include text books or school books. However, the iceberg of inarticulate thinking in this regard is melting of late and children's books are now becoming better known as *out-of-school books*. Their newly earned sobriquet itself points out to this fact. F.J. Harvey Darton says in this connection, ''By children's books I mean printed works produced ostensibly to give children spontaneous pleasure, and not primarily to teach them, nor solely to make them good, nor to keep them profitably quite. I shall therefore exclude from this history, as a general rule, all school books, all purely moral or didactic treatises, all reflective or adult minded descriptions of child life, and almost all alphabets, primers and spelling books;. . .''[1] Nangia also holds almost the same view about books for children and juveniles in asserting that ''all books for children and young persons upto the age of 16 years, except text-books, are children's books. Pushing his contention ahead, he is eloquent in stating that ''No doubt, in a broader sense, text-books are also books for young people, but I feet that their purpose, their nature, their requirements and the conditions for their writing, use and development are so very different from those in the case of the literature generally termed as 'Children's books' that form a distinct category by themselves.''[2]

1.2.1.1 Compulsion Vs. Option

The criterion of 'willingness to receive the book' marks the real watershed for differentiating out-of-school books from the text-books, also called *'Programmed Publications'*. It is too wellknown that programmed publications constitute a pre-requisite for the prevailing system of formal education which revolves around passing examinations and thereby obtaining diplomas and degrees considered necessary for pursuing a job or a career. So a text book is invariably tailored with a particular examination in mind and it is the exigency of examination that relegates an unwilling child to the ordeal of reading a text book. On the contrary, out-of-school books represent the type of reading which a child picks up at his own free will. No compulsion of any sort comes in way of his free will and it remains absolutely his own pleasure to choose a book of this type. Such a book is not shoved at him by his teachers or any one else as it happens in case of text-books. It is wellknown that children do not relish such shoving as Lillian Smith aptly points out, ''No force in the world can compel children to read, for long, what they do not want.''[3] It is this sense of freedom which captivates the child into developing a taste for reading and liking for books. Gradually the child finds himself espoused to books and cultivates a persistent reading habit. Thus, out-of-school books are a catalyst in the development of reading habit and a vivacious instrument for preventing a loss of interest in reading. They broaden a child's mental and intellectual horizon and to a large extent supplement the information and knowledge gained through the text-books.

1.2.1.2 Purpose

It has been rightly observed that "the sole purpose of a text-book is to instruct, to communicate knowledge and information to a student whereas the purpose of children's books is to edify and entertain both, rather to entertain and, if possible, edify."[4] In fact, our-of-school books form a cogent creative force for effective non-formal education and play a role of consequence in developing the personality of an individual right from his days of childhood.

1.2.1.3 Publishing

The difference between out-of-school books and text-books becomes pronounced in the ways of publishing also. The former is usually classed as literary books and the latter as non-literary books. Literary quality of books hardly withstands any preaching or teaching in reading material. That is why publishing industry considers one poles apart from the other and deals each one in a different way. The approach and strategy of the publisher in regard to planning, producing and marketing of these two types widely differ in as much as the business of text-books, help books and other class-room material enjoys an implicit assurance about its existence and development whereas children's books have to struggle hard in catching the child's fancy and arousing his interest. They have also to withstand a stiff competition from a number of priorities and commodities essential to the lives of children and their families.

1.2.2 Difference from Literature for Neo-literates

Similarly, children's literature is quite often assumed to mean as something not different from the literature for neo-literates. This happens, perhaps, because of some common factors in both the types like limited vocabulary, facile language and use of bold type faces. But the points of difference are also conspicuous. Both the types generally differ from each other in subject-matter and basic vocabulary because neo-literates are grown-up adults who have sentiments and experiences in common with other adults.

1.2.3 Adult-Literature

Incidentally it would be interesting here to look at the difference between the children's literature and adult literature and the attributes common to both the types as well as their mutual relationship. Broadly speaking the children's literature or any other literature aimed at a particular segment of readers is after all an affluent or a tributary coronary to the mainstream of literature so it has been said that children's literature is not absolutely different or new thing other than adult literature. After all both are literatures and so have all qualities of literature in them. The adult literature strives at the refinement of mental faculties of its readers and the children's literature fulfils the same purpose in respect of children. However, both types of literature differ in their thematic contents and style or treatment. As far as children are concerned, it is advisable to furnish them with only those books as are within the grasp of their experiences and knowledge in view of the fact that sentiments of the adults happen to be much broader whereas those of the children are limited according to their physical age, mental development, diction and exposure to the wide world. These factors go a long way in determining whether a child could enjoy reading of a particular book or not. A child with a limited knowledge and meagre experience finds it hard to understand a work of literature not intended solely for him. So an author of children's literature is obliged to take up such themes and literary styles which do not go beyond the understanding of a child.

One may find further elucidation of the term 'Children's Literature' in the words of Dr. Henry Steel Commeger when he says, "What after all do we mean by the term? Is it the literature written especially for the young — the fairy and wonder tales, the nursery rhymes and songs, the dull books of etiquette and admonition and moral persuasion, the stories of school or playing field or of far-flung adventure? It is all of this, to sure, but it is far more. It is the whole vast body of literature that children have adopted commonly to share with their elders, but sometimes to monopolize. It is, quite literally, their literature. For it is, in the end, not the parents, the teachers, the preachers, not even the authors, but the children themselves who determine what their literature is to be."[5] The children determine their literature to be are "All potential or actual young literates, from the instant they can with joy leaf through a picture book or listen to a story read aloud, to the age of perhaps 14 or 15."[6]

1.2.4 Appropriations in Children's Literature

One more conception incompatible with the reality widely prevails about the children's literature. It is believed that children's literature is restricted to only books written for the children, "but it is far more", as Commeger quoted earlier states, and it is "the children themselves who determine what their literature is to be."[7] It is generally observed that children make their own whatever they like. Some of the books that are considered classics for children today were not intended for them at all. But they appropriated them, and made them their own. Elucidating further about this tendency Cornelia Meigs is explanatory in mentioning that "Most of the books regarded as classics of children's literature were written without children in mind and were taken over by them with cheerful disregard of what they could not understand. None of these were aiming at children."[8] Examples of such books are very many and they include perennial favourites of children like Robinson Crusoe and Gulliver's Travels. Daniel Defoe and Jonathan Swift obviously did not have children in their minds as the prospective readers when they wrote these fascinating classics. Likewise Jatak stories or the books like Vaital Panchvinshati were not originally intended for children though they became immensely popular with the children.

1.3 PRE-PEDAGOGIC CHILDREN

The Children appropriated a number of books not written for them in old days mainly because of two reasons. First, they found these books suitable for themselves and secondly, because there were practically no books written especially for children except a few examples like 'Panchtantra' of Indian origin. In fact, children's literature as such virtually did not exist in most of the lands around the world till the late middle ages. Folk tales were of course there almost everywhere which children used to share with the adults but they could not call them exclusively their own. The children's literature as such was more or less non-existent. And this was not anyway untoward those days when the child himself did not have any recognition as an individual. Describing his position, Encyclopaedia Britannica states that "In proliterate societies he was and is viewed on the light of his social, economic and religious relationship to the tribe or clan. Though he may be nurtured in all tenderness, he is thought of not as himself but as a pre-adult."[9] He was not seen as a child. Importance to a male child was contained in looking at him as a potential citizen warrior of the future and a female child as the future mother of the citizen warrior. Society expected a lot from the child but hardly cogitated even a little about giving the child his dues.

1.3.1 Social Attitudes Towards the Child

In many societies it was not considered an obligation on the part of adults to properly train the child in order that he or she may be made into a good citizen, conscious and capable of discharging his or her duties towards the society. Some societies of the bygone days even regarded a child as an infra-human being or considered him only a diminutive adult. All such opinions about the child had a flourishing ground in societies which were then still reeling under the primitive influences and had not made much headway towards maturity in thinking and approach. However, there had been societies which had somewhat different approach about the children. This is evident from a Chinese proverb which tells that "The sparrow may be small, but it has all the vital organs."[10] Importance of a child and his education has also been underlined in a Chinese saying. It says, 'If you are planning for one year, plant grain; if you are planning for ten years, plant trees; if you are planning for hundred years, plant children.' But Societies with such coherent attitude for the children were rather exceptions till centuries of the yore. Even the western societies which later on became the harbingers of social and cultural renaissance did not offer the child anything worthwhile except indifference. Proper education of the children was a far cry in those societies. Paul Hazard, a French scholar of world renown on children's literature, is perhaps moderate enough when he says, "If, for centuries, grownups did not even think of giving children appropriate clothes, how would it ever have occurred to them to provide children with suitable books."[11]

1.3.2 Discovery of the Child

Gradually the situation began to change. Development of knowledge and rational thinking led the people to believe that a child is a complete individual who has special needs entirely different from those of the adults. He has thoughts and imagination which keep on developing in stages in consonance with his mental and physical growth. Lillian Smith endorses this view and relates it to reading also when she says, "It is true that children go through stages in their reading as in their physical growth."[12] She makes fastidious observations of the changes creeping in the ambience of children at different stages of their growth and points out that a child also feels happiness and sorrow in all their earnest though his reactions may be different from those of adults and at times these reactions may not be appreciated by the adults. Children have their own definite notions about anything or everything. They are highly inquisitive and have a great desire to know at once all about a thing which comes to their mind or before their eyes. So the world of childhood is absolutely different from that of the adult. That is why needs of the children are different from those of adults and so are their preferences. Recent advancements in study and research of behavioural sciences, particularly psychology, have brought about a sea change in social attitude towards the children. Now the child has acquired importance as an individual in his own right and is destined to have more so in the days ahead. The process of discovering the child began about the middle of eighteenth century and has since come a long way. Still better a deal seems to be in offing for future generations of the children.

1.4 PUBLISHING OF CHILDREN'S BOOKS

1.4.1 Genesis of Children's Literature

As the modern notion about discovery of child had its origin in the west so also the concept of children's literature. Before the rise of awakening regarding the child and his literature, there existed a few books intended for the children like Panchtantra in the East whereas a child in the West had practically no literature intended for him and had to quench his thirst for reading by going through some or the other book for adults which he found suitable for himself as well. Such a situation continued till the year 1658 A.D. when the turning point came about with the publication of first ever picture book for the children by Comenius.[13] It was an event of consequences as it initiated a new thought-process that children should have books of special nature for their reading because they were so different from the adults in respect of understanding, notions and comprehension. The process took almost a hundred years in developing an insight in the matter. Later half of the Eighteenth century witnessed the emergence of child and a literature created exclusively for him. Some sociological forces like development of enlightened thinking, rise of middle class and emancipation of women contributed a great deal in claiming recognition for the child and his literature. Then came the Twentieth century shattering down social dogmas and traditional barriers. It brought about a new stature for the child. Society at large began to realize that a child is also a complete human being in his own right and has every right to be informed, educated and entertained as well. His newly won recognition made the child a subject matter of special studies and a social awareness of his special needs and preferences began to pervade widely in social attitudes. Vishnu Prabhakar, a towering Hindi litterateur has correctly underlined this transformation when he says, "It would not be exaggeration if the twentieth century is called a century of children because it has been for the first time realised during this century only that the children have their own independent personality. Earlier they were being regarded as only a small form of the adult. Twentieth Century shattered this myth on account of new discoveries in the fields of knowledge and science, especially the psychology."[14] It would be rather appropriate to state here that it has been the span of Twentieth century which saw the children's literature coming to its own and develop in a remarkable way.

Children's literature has since grown to have as many genres as the literature for adults. It ventured into the realm of every known genre like fiction, poetry, drama, biographies, travelogues, etc. But the writings were expected to be coherent with children's sensibilities, their level of understanding and their interests changing with progression of years in the life of a child. So the children's literature acquired a fair amount of diversity within each genre in terms of emotional content and in the level of language as well as expression. In essence, rather different view-points were necessary in order to create literature for the requirements of children varying with difference in their age-groups.

1.4.2 Exotic Roots in India

The new awakening in the West about the child and in its wake the emerging modern concept of children's literature did not take much time in coming to India as it was bound to come because of an atmosphere quite congenial for the process on account of growing contacts between the West and India. The Western influence was percolating into India with growing arrivals of European traders who became conquerors in due course and subdued large territories in India under their colonial designs. Nonetheless, the concept of children's literature found a virgin territory in India though the land abounded in affluent oral tradition of literature used for the children notwithstanding the fact that such literature was not particularly addressed to children. So it was natural for the western trends in children's literature to entrench their roots in India and the real beginning of children's literature in India may well be attributed to new waves coming from the west. No wonder, that initial phase of children's litterature appearing in India consisted of adaptations from its European, particularly English, counterparts.

1.4.3 Late Arrival and Slow Growth

It would be pertinent to observe here that the children's literature made its appearance everywhere after the adult literature and did divulge a rather slower growth and development. The tempo of development varied from country to country and language to language. However, the pace of its development was conspicuous in the West, particularly in the countries like England, France, Germany, Denmark. Consequently, the children's literature in the Western world underwent a transformation from the position of a weed in the backyard of literature to that of a type of literature that deserved serious consideration. As litterateur worth their names indulged in children's literature, a creed of critics and reviewers also emerged which devoted itself to the cause of children's literature. The children's literature eventually rose to the status of a full-fledged form of literature in itself distinct from adult literature. But such a development could not come along in countries like India. Western countries came to have innumerable authors like Hans Christian Anderson, Grimm Brothers, Blyton Sisters and others writing exclusively for the child and their names became familiar to juvenile readers.

1.4.4 Oral Literature of India

Though the books for children are of comparatively recent origin in India, the genesis of children's literature in the land may be traced back to informal oral tradition in the form of tales told by parents and grand-parents to their children in order to entertain them and acquaint with the moral values. These tales were generally based on stories from Panchtantra and the myths and legends which were obviously the creations of most imaginative minds of their respective ages. Traditional stories told to children usually at bedtime still retain their popular appeal, especially in rural communities where the printed word has yet to sweep the way. This oral form of literature owes its vitality and persistence to vivacious skills of story tellers and singers of rhymes and lullabies who knew their art. The tradition always remained a source of inspiration to the adults as well as children who were ever willing to cultivate this art and were fast enough in learning it. Thus the vast treasure of oral literature kept on passing from one to another generation and it is still preserved in a sizeable volume. Much of it has appeared in printed form also from time to time.

Compared to the antiquity of oral literature, printed word is rather a late arrival and it came to light with the invention of printing press. As the printing technology made its advancement, the printed word and, of course, the literature became a common-place prerogative of one and all.

Printing came to have its roots in India when Christian missionaries adopted it for printing Bibles, theological sermons and popular brochures, etc. When new system of schools started, there appeared the need for printing text-books and, therefore, more printing presses were established. This resulted into availability of spare capacity in printing presses which the printers began to avail for printing other books also including non-school books for the children. Thus children's literature in printed form had its humble beginning in India.

1.4.5 Early Books for the Children

Most of the stories or poems for children which appeared in printed form during the early phase of book publishing in India were based on the traditional oral literature existing in the country since a very long time. Apart from availing this indigenous resource, some publishers brought out books of fairy tales also. These tales were mainly of Western origin and were then coming to India profusely in wake of growing contacts between the two distant parts of the globe. Many fairy tales had been so adapted as to give them an Indian ambience. Some other books published during this early phase were the biographies written with the children in mind obviously with an objective of projecting such illustrious characters before the children which they could have found worth emulating. All these pioneering publishing activities played a pivotal role in arousing consciousness about the children's literature in concerned circles as well as inculcating the realization that it was a special kind of literature distinct from other types and that it was needed in all its earnest in order to educate a child beyond schooling and bring up him properly.

Thereafter children's literature continued to grow. Non-availability of relevant statistical information makes it hard to ascertain the growth rate precisely but it stands beyond all doubts that the number of titles published in a year went on generally increasing year after year. Yet, it remained all the while at a low profile with a small print run of every title and extremely rare an occasion for a reprint or a subsequent edition. Publishers did not accord it much importance as out-of-school books could not be sold out as surely as text-books or as easily as books for the adults. Languishing at a backward position in priorities of publishing programmes, the books of children's literature in India increased merely in numbers for quite a long time.

1.4.6 Emergence of Children's Magazines

Awareness about the children's literature was the primordial factor which prompted publication of children's magazines and periodicals. Making their debut about the beginning of last quarter of the nineteenth century, these magazines later increased in number as almost every year or two, one or more new magazines were launched. Though very few of such magazines had a long life-span, the creed contributed a great deal in advancement and development of children's literature. These magazines did verily the yeoman's service to the cause of children's literature in as much as on one hand they provided wholesome reading material to the generations of children and on the other introduced numerous talented writers and illustrators to this field. Many of such writers and illustrators later became celebrated names in the domain of children's literature.

Growing in quantity over the decades, the children's literature in India was at such a stage at the time of Independence where it could boast of having a good many thousand titles. But it could hardly compare with its Western counterparts in terms of development, quality and popular recognition. Such a state of affairs prevailed mainly because of the lack of serious attention towards children's literature on the part of publishing community as well as parents or guardians. Most of the guardians still considered it an avoidable expenditure to spend on literature for their wards. So the books for the children had a meagre scale and publishers remained rather unenthusiastic towards their publication and promotion. Very few publishers ventured in this field and they too paid less attention to out-of-school books in comparison to other books in their publishing programmes. So there was serious paucity of reading material for children and the growth of publishing for children could hardly keep any pace with the increasing need of literature for children and juveniles.

1.5 DEVELOPMENT AFTER INDEPENDENCE

Independence from foreign rule was a turning point in the history of India and it heralded far-reaching changes in all spheres of life. The leadership which came in power gave a serious thought to initiating the process of nation-building and it was realized that education was an ingredient of utmost importance for this purpose. So, an ambitious programme for the rapid expansion of education was launched with emphasis on gradually reducing the ratio of illiterates in the society and complete eradication of illiteracy in ultimate. The programme made a beginning with endeavours to boost the enrolment of children in schools. As the number of school-going children rose in quantum, there arose the need for more and more text books and also out-of-school books in order to supplement their reading.

1.5.1 Children's Book Trust

Expansion of facilities for education was creating an atmosphere congenial for the growth of out-of-school books also. So, the publication of children's literature began to gain momentum ushering in a new era of books for the youngsters which came up all the way in 1957 when Children's Book Trust was established as a non-profit making public trust devoted to the cause of fostering children's books. Now an internationally reputed institution popularly known by the abbreviated form of its name *viz.* CBT, Children's Book Trust owes its founding to ingenial endeavours of Late Shankar Pillai, the most celebrated cartoonist of the Eastern hemisphere. He had affection for the children and an intense desire to acculturise them through art and literature. His personal friendship with Prime Minister Jawaharlal Nehru brought about all possible help from the Government of India in establishing and building up CBT.

CBT began with an ambitious target of promoting the production of well-written, well-illustrated and well-designed books for the children in English and all Indian languages, in accordance with its objective of providing good books to children and encourage the growth of children's literature and art for the age-group of 5-10 years. It was CBT which first of all realized in India that good children's books are not only written in simple all language, they become really communicative when the authors' intent is augmented by the illustrations which extend and enhance concepts. Illustrations serve not only as an extension of the story, rather they are key to visual and verbal literacy. CBT attracted not only potential authors and best illustrators of India like Micky Patel, Jagdish Joshi, etc. but even some good publishers also by introducing schemes of prizes for children's books. The trust has to its credit about 900 titles in Hindi, English and the regional languages. CBT has kept the prices of the books down to the minimum possible in an effort to bring them within the reach of the average Indian child while maintaining good quality of production. It could perhaps become possible because it has its own printing press and a print run of 10,000 copies in English followed by first edition of 5,000 copies in Hindi and then in other languages as per their requirements.[15] As more publishers joined the fray, a healthy competition ensued and new standards in the presentation of children's books were set.

1.5.2 National Book Trust, India

The year 1957 became epoch-making for Book-culture in India as National Book Trust, India was set up that year by the Government of India with an objective to promote reading habit among the people, produce good books and make them available at moderate prices. Later in the late sixties, i.e., in 1969, the Union Ministry of Education launched the *Nehru Bal Pustakalaya* scheme of children's books and NBT was entrusted with implementing it. The scheme aimed at publishing every title in all major Indian languages with a view to promote national integration and foster a sense of unity and oneness by providing common reading material in various regional languages to children all over India. So far, more than seventeen hundred titles including translations and reprints have been brought out by NBT on History, Folktales and Festivals, the Freedom Movement, Science and Technology, the Life and Works of outstanding Indians and excerpts from the works of great Indian writers. Lately, some books have also been published for pre-school children, aimed at creating awareness about books as enjoyable objects of exploration and possession. NBT books mostly are originally published in English and then translated in other regional languages whereas such an institution could have been well expected to encourage publication of original writing in Hindi or other regional languages to a good extent.

It was NBT which for the first time gave comparatively good remunerations to authors and illustrators. It also took up the organisation of Children's Book Fairs and Exhibitions. First of these fairs was held in 1982 on the eve of birth anniversary of Jawaharlal Nehru. Thereafter such fairs became a regular feature and they are organised every year. Such fairs are now held not only in New Delhi but many other cities of India also. These fairs are the occasions when seminars, symposia and workshops on children's literature are also organised which encourage valuable interaction amongst the children, authors, illustrators and publishers.

1.5.3 Publications Division

Publications Division of the Ministry of Information and Broadcasting, Government of India is one of the organisations which deserve a mention in context of children's books in India. Established soon after the Independence, for disseminating information regarding policies and programmes of the Government of India through printed material, Publications Division began to publish books also. Ever since its early days, it is publishing series of informative and motivational books for children on various subjects apart from bringing out a monthly magazine in Hindi for children.

1.5.4 National Council of Educational Research and Training

Another organisation which is making some substantial contribution in the growth of children's literature in India is the National Council of Educational Research and Training (NCERT), New Delhi. Established by the Government of India in 1961, it was entrusted with the work of research in curricula for the schools, preparation of new text-books and their publication. In the process of its work, NCERT began to publish books for supplementary reading also. Many books brought out by NCERT for supplementary reading may virtually be categorised as books of children's literature, especially those published under 'Reading to Learn' series in English and 'Padhen Aur Seekhen' mala in Hindi.

CBT and NCERT have also brought out bibliographies of children's literature published in India.

1.5.5 International Year of the Child

Publication of children's books in India got a big boost when United Nations declared the year 1979, as 'International Year of the Child' in recognition to the importance that the children all over the world were getting progressively. Elucidating rights of the child, the declaration stated that "mankind owes to the child the best it has to give . . . the child is entitled to receive education which shall be free and compulsory at least in the elementary stage. He shall be given an education which will promote his general culture and enable him on a basis of equal opportunity to develop his abilities, his individual judgement, and his sense of moral and social responsibilities, and to become a useful member of society."[16]

As far as developing abilities of a child is concerned, the books emerge as an effective instrument. So many programmes for the promotion of children's books were also launched *inter alia* with a wide variety of activities to mark the year. Some of these activities continued even after valediction of the International Year of the Child. Thus new vistas were opened for the promotion of children's literature.

As far as India was concerned the programmes related to children's books taken up during the year were based on the following suggested activities for IYC Commissions—

- "a public information campaign on the importance and the plight of children's books in developing countries;
- organising special children's book fairs and reading festivals;
- devising fund-raising programmes for the purchase of children's literature, especially for rural libraries and reading rooms in developing countries;
- surveys of reading habits and reading motivation campaigns for different categories of children;
- studies concerning the need of supplementary reading material for different categories of school-going children, particularly those who have just moved away from the formative discipline of the school system;
- providing source material to authors and illustrators of children's books and drawing the attention of other countries to good juvenile publications;
- preparing national bibliographies dealing with all aspects of children's literature and reading;
- sponsoring training courses and workshops on writing, and illustrating and publishing children's books;
- promoting recognition of the fact that programmes for the development of children's literature should be an essential component of national book development plans, which in turn should be integrated with the overall economic and social development planning."[17]

1.5.6 National Book Development Board/Council

The years of late sixties and early seventies witnessed a spell when the need for producing and promoting books for children and the rural masses was being felt intensely. Meanwhile the Government of India had set-up National Book Development Board (NBDB) which remained sufficiently active from the year 1967 to 1974 performing the functions assigned to it like encouraging authorship, organising seminars and training courses, undertaking and promoting research, studies, etc. However, NBDB ceased to function after 1974 and soon became an almost forgotten entity. It was only after ten years that the Government of India came to set-up a similar organisation under the name of National Book Development Council (NBDC) and assigned to it the functions concerned with fostering reading habit and promoting literature with special relevance for the children and rural illiterates in addition to functions of its predecessor mentioned above. But NBDC also went with the wind when its four-year tenure expired in January, 1988 and neither any extension of tenure was granted nor any renewal made. All valuable recommendations of NBDC met the fate of being consigned to dusting racks of record-rooms. Lamenting on its fate Mr. Abul Hasan, a former official of the Ministry of Education, Government of India and a consultant of repute on book promotion, states that this Council held about half-a-dozen meetings and made some valuable recommendations. But most of the Council's recommendations have, however, remained on paper only for want of proper follow-up action.[18] In fact, there is an urgent need to revive and reactivate a body like NBDC in order that children's literature may be promoted effectively.

1.5.7 Association of Writers and Illustrators for Children

A step of consequences leading to sumptuous promotion of children's literature in India came about in March, 1977 when CBT launched a marathon workshop for writers of children's literature. This workshop concluded in September, 1980 after conducting 42 sessions in all. During the workshop a need for an organised forum to cater to the cause of children's literature and to encourage writers and illustrators of children's books on a regular basis was felt. Consequently the Association of Writers and Illustrators for Children (AWIC) was formed and registered on 7th March, 1981. It has now grown into a common platform most active for the development of creative literature for children conglomerating writers, illustrators, editors, publishers, librarians, teachers and parents. The Association aims to write, inspire, discuss, review, revise, edit, translate, publish and produce reading material for children. Moreover, it holds seminars from time to time for promotion of writing for the children, provides assistance to writers and illustrators in exchanging knowledge and information with other organisations working in this area, promotes research and surveys, organises competitions and institutes prizes in order to encourage deserving writers and illustrators and undertakes various programmes to inculcate reading habit in the children. It may well be remarked that this Association is an exquisite institution forming a class by itself as a fountainhead of inspiration and activity for all those who have any sort of interest in children's literature.

1.5.8 United Nations Educational, Scientific and Cultural Organisation and United Nations International Children's Emergency Fund

International bodies like UNESCO and UNICEF are also playing quite a catalytic role in promoting children's literature in developing countries and India is one of such countries. These bodies initiated programmes for the development of skills and infrastructures through their advisory services as well as technical and financial co-operation in regions where these remained underdeveloped. At the international level, the Asian Cultural Centre for UNESCO has published children's books as a co-publishing collaborator in different regions and languages and commenced bringing out publications for small children of India also. With the assistance of UNICEF a 'Children's Media Laboratory' (Department of Pre-school and Elementary Education.) was also set up at NCERT.

1.6 DISTRIBUTION OF CHILDREN'S BOOKS

1.6.1 Raja Rammohan Roy Library Foundation

Rapid strides in the publishing of books after Independence did not take much time in leading to a realization that an efficient distribution system was necessary in order to take the books to the readers. Because everything was to go in vain if the book did not reach its reader. And individual buyers could hardly be expected to turn up in sufficient numbers in face of very low per capita income in India. Even in developed countries 75% or more sales of children's books are in the shape of purchases by schools and public libraries. So it was considered expedient to organize the distribution of books in India also through the channels of libraries. Accordingly, the process of building up a distribution network through library-system was initiated and the Department of Culture, Government of India established Raja Rammohan Roy Library Foundation in memory of the great social reformer of preceding centuries on the eve of his birth bicentenary which incidentally coincided with the Silver Jubilee Year of the Independence of India as well as International Book Year. The new organisation was formed as an autonomous body with the basic objective of taking the library movement down to the level of small towns and even villages in co-operation with State Governments, Administrations of Union Territories and other organisations working in the field with a view to providing reading facilities to all sections of the people throughout the country. Ever since its inception, it took up the programme of providing Book-Assistance to public libraries as the sheetanchor of its activities. It runs six schemes in order to render financial assistance to libraries and one of them caters to children's libraries or children's section in general public libraries.[19] Contribution of this Foundation in promoting children's literature in India has been discussed in details in subsequent chapter.

1.7 NATIONAL CENTRE FOR CHILDREN'S LITERATURE

One more significant development in the field of children's literature in India is the establishment of National Centre for Children's Literature (NCCL) as an autonomous body by the National Book Trust, India. The new centre became functional in the year 1990 by engaging itself to the work of preparing Annotated Bibliography of Children's Books published in all languages in India during 1989-90. NCCL aims at documentation of children's literature available throughout the world, its promotion and research in this field.[20] NCCL is in the process of bringing out annotated bibliographies of children's books published in 13 languages published during the years 1992, 93 and 1994 but anyhow due to some unavoidable circumstances books published in 1991 have not been included in it. It is expected that NCCL would set up new standards of quality in children's books which apart from offering opportunity to writers and illustrators would open new avenues and channels for publishing, selling and buying books for school libraries in very large numbers and strengthen a continuous process of growth in children's book-publishing.

1.8 CHILDREN'S UNIVERSITY

Children's literature in India is likely to receive further boost when a plan to set-up the country's first children's university is materialised in coming future. Being sponsored by Indian Council of Child Education, a voluntary organisation of people working for children, the proposed university is to be located in the neighbourhood of Delhi and would have a number of institutes dealing with various aspects of children's all round development. It proposes to dispense with the conventional system of examinations and would, therefore, lay more emphasis on books of literature rather than curricula. The scheme of the proposed university includes provision for an International Centre of Children's Literature which would house all children's literature published anywhere in the world, in any country and in any language.

1.9 CHILDREN'S LITERACY

Incidentally it may be pointed out here that the development of a literature is subservient to a large extent to the growth of literacy which serves as a catalyst in increasing the number of potential readers in the society or segment of population to which the literature is addressed. Looking back in this respect one finds that the rate of child literacy in India had been extremely low till the days of Independence. The Constitution-makers paid their attention to this aspect and incorporated Article 45 in the Constitution in order to provide for free and compulsory education to all children upto the age of 14 years.[21] Thereafter the Government made vigorous efforts to implement this provision but the astronomical increase in child population kept on outnumbering the arithmetical progression in school enrolments and thus widening the abyss of child illiteracy in India.

Child literacy received serious attention during the formulation of National Policy on Education, declared in the year 1986. Accordingly, the policy gave more credence to the qualitative aspect and emphasized that first generation learners should be allowed to set their own pace and be given supplementary remedial instruction. As the child grows, the component of cognitive learning will be increased and skills organised through practice.

1.9.1 Operation Blackboard*

Thereafter, the Government stepped out with a programme to improve primary schools all over the country, initially in respect of reading material under a phased drive.

The new programme, appropriately named *Operation Blackboard* was launched in August, 1988 with an objective of watering the sprouting literacy at its grass-root level and proposition to cover about 5.5. lakh primary schools in the country in a phased manner. It envisaged to begin with selecting attractive and well-written books with resplendent pictorial contents in all subjects for the age group of 6-11 years with an eye on their potential qualities congenial for exciting curiosity and retaining interest of the children. An expenditure of about Rs. 96 crores had been provided on this item alone and as a first step in this direction NCERT prepared a suggestive list of books published by NBT, CBT, NCERT and Publications Division, and sent it to all State Governments.[22] Provision had also been made to update this initial suggestive central list from time to time and some updated lists had also been circulated. Such a course was likely to assure a definite market to the publishers and encourage them for commissioning competent writing, artistic and producing talent and bring out better books. The scheme aimed at making available a wide range of books of common interest to children throughout the country and this would have gone a long way in fostering national integration. The work of selecting books suitable to cater to local needs and interests was however, entrusted to respective States.

1.10 NEW CHALLENGES TO CHILDREN'S BOOKS IN HINDI

A cursory glance on general development of children's literature in India, after Independence brings out the fact that the decade of 1970's has been the most favourable period for the growth of this field. But the steeply rising paper and production costs soon began to show their effects and even some good and reputed publishers had to close down juvenile sections of their publishing programmes. Many publishers in private sector found it hard to withstand the competition emerging from prices of books published by institutions like CBT and NBT. Growing invasion of comics made the situation still more difficult for children's books. And at the top of all disturbing factors came the onslaughts of television spreading out its bewitching tentacles with the sprinting expansion of network which gave a jolting blow to reading habit at a juncture when about 70% population of the country was yet to be brought under the canopy of literacy. Adverse effects of television on reading habit have been rather more pronounced in case of children. They caused a retardation in the growth of children's literature in Indian languages though a few languages like Bangla and Marathi remained largely unscathed as they came to have developed some sort of immunity emanating from attachment that the votaries of these languages have for them. However, Hindi has been one of the worst sufferers so far.

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* The scheme has since been discontinued.

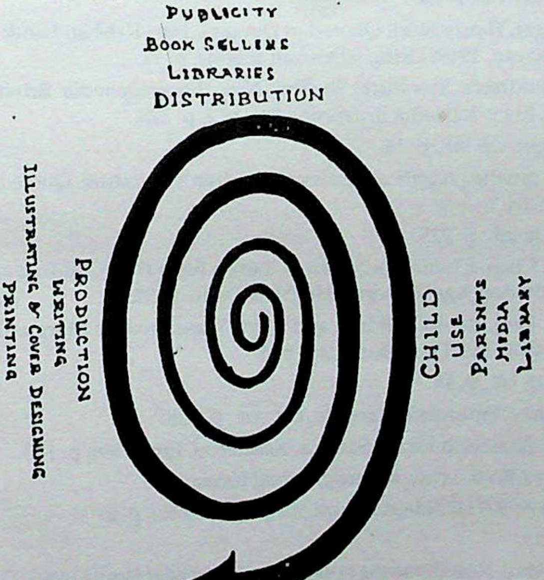
It is, indeed, a baffling paradox that despite the population of Hindi regions being much larger compared to that of any other language in India and comprising almost 30% of the total population of the country, there being lot of initiative on the part of Government to promote the cause of Hindi and the number of Hindi publishers approximating to 3000, the literacy rate in this language remains at a pitiable low ebb, reading habit rather insignificant and the publication of children's books scanty. The number of new titles of children's books published every year in India in all Indian languages and English hovers around 500 but the share of Hindi in them is small enough in proportion to its large area and population. Publishers exclusively devoted to children's books number less thán a score and many of them accord priority to English or other languages and attempt Hindi titles only occasionally when some opportunities for sales on account of purchasing programmes of the Government and the libraries seems to be forthcoming.

The production and sale of children's books in Hindi appear to have been caught in a vicious circle with the child, reading habit, demand, writing, publishing and distribution playing musical chair at the ringside.

Reasons for such a quagmire in the field of children's books in Hindi may be very many. These include array of problems usually faced by the producers of children's books, i.e., publishers, authors, illustrators, editors, printers etc. and quandary of hard realities like dearth of libraries, lack of desired readable material, escalating production costs and imbalancing animosity between the demand and supply in this field. All these are in fact the natural corollaries of largely persisting traditional attitude of apathy towards the child in Indian society. Despite all tall claims of advancement and modernity in the country, the child in India has yet to attain the status and recognition which his counterpart in the West is now enjoying. This is the crux which is giving rise to many a vicious circle in the world of children's literature in Hindi. These circles have to be broken with dexterity if the way is to be paved for the growth of children's books in Hindi. And an earnest attempt in this direction would pre-require a clear understanding of the different stages of children's literature like production, distribution and end use as shown in the figure of the 'Spiral of children's literature' being given here under:

Fig. 1

Spiral of Children's Literature


PUBLICITY
BOOK SELLING
LIBRARIES
DISTRIBUTION
PRODUCTION
WRITING
ILLUSTRATING & COVER DESIGNING
PRINTING
CHILD
USE
PARENTS
MEDIA
LIBRARY
CHILDREN'S LITERATURE
IN HINDI

One has to concede in all the earnest that children's books in Hindi do not stand anywhere around when compared with children's books being published these days in USA, USSR, Japan, UK and China, etc. However, this sharp contrast may be a valuable instrument to bring home the realization about anomalies and shortcomings impeding the course of children's literature in Hindi. It may also play an inducing role in motivating the writers, publishers, artists and all those engaged in the field of producing children's book in Hindi, to work in unison applying all their consummate skills and strive to uplift the standards in the field to a level which could be a matter of glory for all concerned.

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2

Reasons for Slow Growth

Hardly would there be any iota of paradox if one were to state that while the titles for children published in Hindi continue to remain insufficient in their number year after year, the situation persisting in respect of their quality stands rather more grimacing. A probe into reasons of this sordid state of affairs points out a variety of factors which are estopping the Hindi publishing from keeping abreast of modern trends and innovative technologies in the matter of contents as well as production values.

2.1 LEVEL OF GROWTH

General opinion pervading the society holds the ineptitude of publishers responsible for such a situation and it is commonly believed that they are reluctant to publish any title unless it offers scope for sumptuous profits. Publishers on their part try to shield themselves behind the rising graphs of paper-market and inflating production costs. Writers and Illustrators keep on voicing a perennial complaint that the remunerations they get are so low that they could be called abysmal. Child, the ultimate receiver and user of children's literature finds that an out-of-school book contains irresistable appeal for him though he does hardly have a proper understanding of the fact that it also constitutes the first step in inculcating the bliss of reading habit. At the same time he also feels that the book of literature brought out for him in Hindi compares poorly with its counterparts in English and some Indian languages too. It is neither as much appetizing nor satisfying as far as the reading habit is concerned and divulges very little allurement for going through it. So, he seldom feels an urge to buy it. As far as parents or guardians are concerned, very few of them understand the importance of out-of-school books in educating a child. Others consider them as something quite unnecessary and some of them to the extent of thinking that they impede the study of curricula as they subscribe to the traditional belief that a child should not be allowed to read anything beyond text-books and that extra-curricular reading consumes his time which could be very well devoted to reading the course books. Such parents or guardians naturally consider it a wasteful expenditure to spend any money on out-of-school books. Thus a vicious circle prevails which keeps the out-of-school books in Hindi at a rock-bottom level of growth.

2.2 COMMERCIAL ENDS

Such circumstances are prevailing for deceased on and are bound to result in a scenario where "The educationists determine in their own way the nature of children's literature whereas its authors in another way and the publishers yet an altogether different way. The result has been that the creation of children's literature went on without paying any attention to the mental level and intellectual capacities as well as interest of millions of those children for whom the work was undertaken. The authors availed their egoistic satisfaction and the publishers made their bucks. And as far as the children were concerned, they were loaded with heaps of warranted or unwarranted literature. We had to march ahead with creation of children's literature as on objective, but it all ended by remaining only a business."[1]

Apparently the publishing fraternity has remained more or less unmindful of its turpitude in respect of children's literature and hardly cared about its pernicious effects on promotion of reading habit. It perhaps never tried to understand that an upward swing in reading habit would raise the demand for books making the larger print-runs a viable proposition which in turn would bring about cost-efficiency enabling it to produce better books and make them available at cheaper prices. Economical pricing would attract more sales and consequently demand would go up. This way the vicious circle mentioned earlier could be reversed to emerge as an auspicious circle for the children's books.

2.3 ELEMENT OF PLEASURE

Reading habit is verily the acme of the world of children's literature. Taichi Sasaoka rightly observes that "The objective of publishing is realized only when a book finally reaches the reader and is read by the reader."[2] Stressing his point further, he states that "The promotion of reading habit is one of the most essential subjects for those involved in book publishing."[3] and indicating at highway leading to reading habit Koester is perceptive in stating that "... first there had to be an awakening of feeling of emotion, of the consciousness of the right of the individual, a complete change in point of view as well as a complete change in pedagogy, before an effort could be made to introduce some element of pleasure in reading matter for children."[4]

2.4 DETERMINANTS OF READING HABIT

The course of infusing reading habit in children is influenced by numerous factors. Margaret R. Marshall enumerates some of them as under:

1. The existence of a range of published books.
2. The availability of children's books in the home, the school, the bookshop.
3. The selection made by adults (teachers, librarians, parents) on behalf of children.
4. Time and opportunity to read.
5. Children's personal needs and abilities.[5]

Apart from these, there are other factors which play quite an important role in developing the reading habit and book-interests of children, but in a country like India.[6] Reading habit could not also be developed due to low rate of literacy and high rate of drop-outs at different levels of education, lack of inexpensive books for children in their own national and regional languages, imbalance between demand and supply of books for children, lack of selection tools and book reviews, lack of school and public libraries, government's apathy to publishing children's books, too much dependence on audio-visual media, and high cost of the book etc. Some of these like low rate of literacy and high rate of drop-outs in Hindi speaking population cast their spell heavily on children's literature in Hindi.

As the principle goes, if demand for good children's books expands, writers, illustrators and publishers would be more enterprising and willing to take calculated risks in the competitive publishing industry. Leading publishers and printers would do well to organise themselves for the purpose and lay down reasonably honourable standards of book production and pricing. Adherence to such standards is bound to bear fruits. But this did not happen in case of Hindi. Writers, illustrators, translators and editors depend largely on the publishers for creating a demand for their skills. These personnel in book production have also been badly affected. Their creative work has suffered to an immeasurable extent. Consequently, children's literature in Hindi in its totality finds itself pitted against an array of external problems.

2.5 PROBLEMS IN PROMOTING READING HABIT

Asian cultural centre for UNESCO (ACCU) has made a discussion on problems relating to promotion of reading habit (See Annexure–1) and classified them in categories as under :

1. The role of teachers and parents.
2. Uncoordinated and unsustained book promotion activities.
3. Lack of Cheap high-quality books.
4. Inadequate library facilities and personnel training.
5. Poor education policy and planning regarding reading promotion.
6. Distribution and transportation infrastructures.[7]

Atmosphere in the family and school is an important factor for the development of reading and book buying habit. Initial responsibility for this rests with the parents or guardians and teachers and librarians have to share it. Since young children are seldom able to read by themselves, it is desirable for the adults to make literature a part of children's lives. Otherwise the great treasures of literature remain unused on one hand and the education of the children remains lopsided on the other. It is generally found that children develop the habit of reading if conditions at home are congenial to it. Parents who read at home usually introduce their children to their first lesson in reading. Children of book-loving parents very often develop the reading habit at quite an early stage.

2.5.1 Trouncing Television

In developing countries where audio-visual media happened to catch up before the people could become literate, book reading habit could hardly sustain and develop the way it was supposed to do. Such a situation is obviously true in case of Hindi literates. Electronic media happened to percolate to the masses at much faster a speed than the books. A major survey conducted by UNESCO confirms that television enjoys marked success particularly among children, illiterate adults and poorer families. Its impact is being felt more intensely on most of the Hindi speaking population where adults and children now-a-days prefer to watch TV programmes rather than read a book. This situation is casting a pestling influence on child's mental development and his creativity since the early eighties when telecasting network made a fast, rather sweeping expansion in the country. It is worthwhile to note here that an immensely powerful medium like television could have been well availed for promotion of reading habit as it could effectively motivate a child towards books. But policy-makers remained unconcerned about social responsibilities and television was allowed to fall in trap of commercialisation with maximum time on network channels allocated to sponsored programmes of business community which hardly had anything in view beyond the promotion of its consumer products. Remaining time fell a prey to bureaucratic approach of the high-ups entrusted with running the show. People with understanding had great expectations that the new medium would emerge as an instrument par excellence for serving the familiar triad of Information, Education and Entertainment. However, all such expectations were frustrated and it was the component of entertainment which only became means as well as the end for the television in India. A tool of ideal communication was reduced virtually to the status of a lucrative toy of momentary entertainment. Some well-intentioned personnels connected with the audio-visual media have, of course, introduced sporadic programmes aimed at serving information and education to the masses but the informations have been in capsuled form as they ought to be looking to the nature of audio-visual media.

Such programmes might have met their objectives if they had led the audience to reading of books which explain the informations, elaborate them and supplement with further relevant informations. But the designers of these programmes hardly conceived this aspect and the capsules remained an end unto themselves with the result that instead of motivating one towards books they weaned him away from books. Children took to hanging excessively on television and depending on audio-visual aids which kept them away from exercising their imagination. Turning into an indolent lot of passive viewers and listeners, they fell asunder from active process of self-education through reading. Consequently their education became rather porous and the books and reading habit became a casualty.

2.5.2 Low Rate of Literacy

Parents in India are themselves either illiterate in most cases or literate only for name sake in many others. As a result, neither they have any reading habit nor do they encourage their children's reading as much as they are supposed to do. They accord an extremely low priority to out-of-school reading as they consider it a sheer waste of time, energy and money. Moreover, more than two-third of the Indian population lives in rural areas. Census records of 1991 reveal that literacy in rural areas was only 44.56% while in urban areas it went upto 73.01%.[8] Such an alarmingly low rate of rural literacy proves a formidable hurdle to the wheels of progress. Measures like universalisation of elementary education, massive programmes of non-formal education and imparting functional literacy to 80 million adults by 1995 have, not doubt since came about as parts of a large scheme for eradication of illiteracy, yet the colossal proportion of illiteracy among the rural population of the country remains a baffling challenge for years to come.

2.5.3 High Rate of Drop-Outs

High rate of drop-outs at primary and secondary education also add a substantial volume to the percentage of those who could be considered literate only for name sake. This is reflected in the statement Nos. 19, 20 & 21 issued by Ministry of Human Resource Development, Government of India.

Drop out Rates for the year 1994-95 (Provisional)
Figures in millions

Class	*Boys*	*Girls*	*Total*
I-V	35.18	37.79	36.27
I-VIII	50.02	56.53	52.74
I-X	67.15	73.78	69.89
I-XII	84.00	91.06	74.06

(Drop out from I-XII is being the enrolment of 16.0 of Boys, 8.4 of Girls and 24.4 in total at Hr. Sec. level according to Selected Educational Statistics of the Same Ministry, Department of Education studies statistics No. 1, 1995.)

Drop-outs at different levels of education appear to be at quite higher a rate in Hindi speaking regions. This fact is allusive in the statewise figures of literacy. These figures clearly mark pretty low rate of literacy in the states of Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan, Haryana and Himachal Pradesh. All these states are included in the Hindi speaking belt of India which also includes some portions of Punjab and Delhi. It may be made clear that the percentage of literacy in Delhi is comparatively quite high and it may rather be regarded as an exception. Reasons are very many. Delhi occupies 3rd position in ranking of states/UTs by literacy rates. Position of other Hindi speaking states[9] is as follows in this ranking :

1. Himachal Pradesh	13th
2. Punjab	17th
3. Haryana	19th
4. Madhya Pradesh	24th
5. Uttar Pradesh	25th
6. Bihar	28th
7. Rajasthan	29th

Low rate of literacy and high rate of drop-outs have played a dominant role in thwarting progress of children's literature and continue to do so especially in respect of Hindi. Their impact becomes more pronounced in Hindi regions because these regions account for almost one-third of the total population[10] of India as may be seen in the Table below.

TABLE

Principal Languages Spoken

Language	*Persons speaking (Millions)*	*Per cent*
Assamese	9.0	1.9
Bengali	44.8	9.3
Gujarati	25.9	5.4
Hindi	162.6	33.9
Kannada	21.7	4.5
Kashmiri	2.4	0.5
Malyalam	21.9	4.6
Marathi	42.3	8.8
Oriya	19.9	4.1
Punjabi	16.4	3.4
Sindhi	1.7	0.3
Tamil	37.3	7.9
Telugu	44.8	9.3
Urdu	28.6	6.0
Total	479.7	100.0

It may be relevant here to look at the position of small percentage of literates also since they constitute a lot which has the potentials to act as pace-setter. As a little spark of fire can enkindle a torch serving as beacon light, these literates can also set an example by introducing readable books to children, motivating them to read and sharing a book with them. But it remains rather perplexing that even those who are literates have neither developed reading habit themselves, which should have become part of their life style, nor motivated children substantially to take to reading. An oft-told parable that 'todays' non-reading child will be tomorrow's non-reading adult', could, perhaps have nowhere a better manifestation than in India where the majority of children as well as adults largely remain non-readers. In other words, it may be well deduced that there exists virtually no significant book-reading culture or book mindedness in India. This situation could, perhaps, hardly find an expression better than the words of Swapna Dutta which say "But children who do not read as children, are not likely to read even as adults. To quote a famous educationist 'Non-reading children are made by non-reading parents. This non-reading passes on from one generation to another and finally becomes a way of life.' As William Moore so aptly puts it, the important task before us is to 'break-through this vicious circle of non-reading."[11]

2.5.4 Home and School Environment

Stepping out of home a child finds that environment in the school is also unfavourable for reading anything other than text-books during the time which children happen to get out of class-rooms. Well developed educational programmes for the pre-operational stage of children still seem to be a far cry in Indian schools. Children in India generally begin their schooling at the age of five or six when they are enrolled in the first standard and somehow adjust themselves to the routine of an educational system which is completely text-book oriented. Teachers neither advise children for reading materials other than text-books nor encourage them to read any such material. Teachers and librarians, both are supposed to play quite an effective role in developing reading habit in children but perhaps they hardly know about the books children could enjoy. Vindicating the need for such knowledge Margaret R. Marshall says, 'Often what children choose to read is a clue to their emotional, educational and intellectual stage and librarians, teachers and parents should use those clues when attempting to bring children and books together."[12] However, parents are unaware of such devices and teachers and librarians in India are virtually untrained in this regard. Moreover, they get no encouragement for assisting students in cultivating and developing reading habit. Therefore, apathy or ignorance of parents, teachers and librarians regarding reading needs of the children can be construed as one of the major reasons for slow growth of children's literature.

2.5.5 Imported Books

Books and periodicals coming from abroad may well be identified as a factor which exercises considerable influence on the growth of Book Industry in India. Many countries publish children's books with Indian market in view. Such books are mostly in English language but countries like USSR and China publish large number of books in Hindi also and, of course, in some regional languages of India too. One may underestimate these books for lack of Indian themes but they easily outclass the Hindi books published in India in respect of illustrations, cover designs, paper quality and printing. They are comparatively less expensive and more durable. No wonder that they attract not only the children but adults also. They bite a good chunk from the market of Hindi books for children in India as the families of elitist upper echelon which is verily a class with maximum purchasing power in the society, consider it a sort of status-symbol to purchase imported, especially English books for their children

2.6 MINIATURE SHARE IN PUBLISHING

Statistical data also reveal that an impoverished condition prevails in India in respect of children's books. Publishing industry in the country brings out no less than almost 20 thousand new titles in a year. Titles meant for children usually account for only a miniature share of this sizeable lot and their number oscillates year after year at best around 500. An idea about the relative position of children's books in the publishing scenario may be had from the figures in Table below which pertain to years regarded as the golden period in respect of publication of children's books.

TABLE

Ratio of Children's Books in Indian Publishing

Year	*Total No. of books published*	*Children's books published*	*Percentage of children's books*
1974-75	16,192	243	1.5
1975-76	21,957	413	1.88
1976-77	22,922	270	1.23
1977-78	19,659	473	2.45
1978-79	18,558	332	1.79
1994	20,000	500	2.50

G.P. Singh describing the publishing scene of children's books in Indian Book Industry of December 1994 says that at present India produces about 20,000 books a year and it is eighth largest book producing country in the world. However, the number of the books published for children (non text books) is less than 500 titles, out of roughly three thousand publishers in the country, only about ten or so are exclusively devoted to children's books and a few others make an occasional appearence in the field. At the same time, the children's book scene in India has been changing rapidly in recent years. Books for children are published in different languages and their numbers are increasing year by year.[13]

2.6.1 Trailing Hindi Books for Children

Nevertheless, English Books for children published in India definitely present a higher rank in terms of content and visual appeal. This is most probably because of the fact that people who go in for English books for children are usually better off economically and the writers of these books are greatly influenced by imported books. Though the tilt of the official policy of the Government is in favour of Hindi and large funds are being poured for the promotion of Hindi, English publishing in India continues to be more progressive and it sets standards for others. Readership in English may, of course, be limited but it is comprised of those who are used to reading books and accustomed to purchasing them. Among Indian languages themselves, Bangla and Marathi have more original writers and their books generally have a better appeal. Eminent authors in Bangla like Tagore, Satyajit Ray, Premendra Mitra, Mahashveta Devi and others have enjoyed writing for children and gave them some of the best books. Marathi too can boast of a good deal of original writings for children. Books in this language are well illustrated and nicely produced. Marathi has a distinction to take lead in the sphere of play for children. Comparatively Hindi books may be more in numbers but a satisfactory standard of writing and production is yet to make its headway.

2.6.2. Apathy of Co-publishing

Multiplicity of languages in India with varying difference in levels of their comparative development is also mentioned as a hurdle in way of growth of Hindi literature for the children. It is interesting to note in this respect that publishers have been loud enough in clamouring over the rapacious costs but they invariably remained recalcitrant to proposals of co-publishing which could ensure substantial economy in many components of book-production like the cover and illustrations etc. Mr. Srinivasan of Thomson Press, a prominent publisher of north India, was indeed rancorous when he disclosed to this writer that "the only solution left is co-publishing which will increase the print orders, hence decreasing the cost per copy. But even regional publishers are not ready to co-operate. It is a pity that even publishers do not realize and do not co-operate."

2.7 FEEDBACK IN DEVELOPED COUNTRIES

Parents in developed countries take considerable interest in the education of their children. There has been a concerted and sustained effort in Japan to involve mothers in their children's reading programmes. This campaign included door-to-door approach and it has been so successful that some publishers provide a 'two-page insert' addressed to mothers in every book (See Annexure-2). It furnishes additive information about the author, illustrator and the contents. This is obviously an imaginative measure to encourage the mothers for sending feedback about the book to the publisher. Japanese children familiarise themselves with picture-books before going to Kindergarten mainly due to positive efforts of their mothers. They enter school with extensive vocabulary which helps the teachers in school to proceed with further programmes of exposing them to books and to help them develop the skills to enjoy literature.

As far as ascertaining the views of readers is concerned, publications in Soviet land seem to be ahead of others, where every book contains a proforma at the end aimed at eliciting reaction of the readers which the child-reader could send back to the publisher after furnishing his opinion regarding various aspects of the book. Such a system enables the publisher to have a valuable feedback from the children which helps him in further improving the publication and shaping it more in line with the taste of children. The process makes a little more wanted and results in larger print-run which brings about benefits to all. Publishers attain a low rate of per copy cost and readers get the material of their choice at the most reasonable price. Such a step is indeed instrumental in all-round development of reading habit and book-culture.

2.7.1 Feedback in India

It is an irony that publishers in India are not conscious about such instruments. As far as eliciting opinion of children about their books is concerned, only one instance of such a nature has come to light so far. Thomson Press, the leading printers and publishers of north India, published some stories from the ancient classic 'Panchtantra' as a set of four books for children to read and colour the illustrative sketches on left hand pages of the books. Each book of the set had text written in simple and lucid narrations on right hand pages in English as well as in Hindi. Priced as low as Rs. 3 per copy of each book, the set was most fascinating of all the publications for children available in India. The pragmatic publisher appended a questionnaire at the end of the book seeking opinion of the reader about the book which the parents, the teachers, or even the child readers themselves could communicate to the publisher by noting their answers to the questions. However, the appreciable exercise remained more or less a wild goose chase as the readers in India have not yet become accustomed to such a gesture. A spokesman of the publisher informs that they have hardly received back the questionnaire. This example shows the state of affairs prevailing about children's books in India and is indicative of the challenges in way of developing a book culture, particularly, in the Hindi speaking regions. It also tells about the indifference of parents and teachers towards extra-curricular readings desirable for a child.

2.8 LACK OF PROFESSIONALISM

Good children's books are supposed to be those which come out with a coherent combination of verbal and the visual arts both. Anyone of the two would hardly be able all alone to attract the child and satisfy him in the earnest. It is an universal truth that a child follows the contents of a story more by its illustrations and opulent visual properties lend a title, an impetuous charm that causes a child to fall in love at first sight. Thus profusion of art work becomes a must in order that a book may be embellished with an irresistible appeal for the child. This will go a long way in raising up the saleability of Hindi Literature for children and promoting reading habit.

2.8.1 Casual Approach to Illustrations

The position in the matter of artistic books for children has been different in advanced countries from that which obtains in India. Introduction of compulsory education in those countries almost coincided with the advent of lithography and mechanical paper making which made it possible to produce colourful books on mass scale at a low cost and the market became exuberant with low priced quality books which were bound to claim instant popularity and they did so. Availability of standard books at affordable prices ushered the society with mass literacy into an auspicious circle of reading culture where increasing demand pushes the supply ahead and optimum supply pushes the demand ahead. Scenario in India stands in sharp contrast with the above. Visual image remained here more or less an unrecognized entity in a children's book till late 1950s. The number of books with some sort of illustration, a drawing or a photograph, was almost negligible and such a book constituted an exception. It carried at best one or two or sometimes a small number of illustrations printed only in black and white without much care about quality of reproductions. Illustrators as a class were non-existent. Few illustrators working in the field were hardly supposed to make any coordination with the writer as the publishers had only little understanding about desirability of such co-ordination. So, writers and illustrators both worked in their own individual styles and a coherence between the texts and the visuals in children's books was conspicuous by its absence.

2.8.2 Cover Designing

Hindi publishers have had a name for their parsimony in spending on cover designing. They perhaps preferred to remain oblivious of the fact that it is the cover which makes first appeal and motivates one to pick up the book. As far as the children are concerned, they are attracted to a book only when it has a colourful and enchanting cover. They would hardly peep inside a book or skim through its pages unless its cover catches their fancy. It may be a matter of consolation that some awareness is surfacing in this respect and one may occasionally come across a children's book in

Hindi with really fascinating a cover. However, Hindi literature for children has yet to learn a lot in this respect from its Bangla counterpart which can boast of some of the most celebrated cover designers of the country designing covers and jackets of its books. The practice of laminating the cover has gained much popularity in recent days, mainly because it involves only a little expense and imparts a lot of visual face-lift as well as durability to the cover.

2.8.3 Unnoticed Special Needs

The publisher's reprobation of special needs of children resounds in fanciful claims by many publishers that their titles are of such nature as to suit equally both to children and the neo-literates. Publishers probably bypass the children's interest because retail sales of children's literature in Hindi may be termed as nominal at best and they are obliged to depend almost solely on governmental and institutional purchases for clearance of their print-runs. So they are supposed to accord precedence to the tastes and interests of concerned officials over those of the children's. It is because of this constraint on publishing community in India that books on some particular topics and subjects are astoundingly large in number while many an important subject and numerous subjects of special interest to children reel under the conditions of a virtual book-drought.

2.8.4 Lack of Pragmatic Approach

Likewise, there appears to be no conscious effort to understand the different needs of rural and urban children. Incentives to authors for making some sort of original contributions are grossly lacking. Publishers are hardly willing to realize their responsibilities as a veritable link between the writers and illustrators on one hand and teachers, librarians and children on the other. Publishers who made any endavour to build up authorship for children in Hindi may be counted on fingers. The field may possibly have been less impoverished had the publishers been ingenial in devising a system of translations from the treasures of Bangla and Marathi and stepped out with programmes to publish them. The reality that boys and girls have different special needs has remained nearly unnoticed and special needs of teenagers also had a similar fate. If some title perchance meets the parameters of these special needs, it may rather be a coincidence than an earnest attempt in the direction.

It may perhaps be hardly improper anyway to assert that in absence of a pragmatic approach on the part of publishing sector, the children's literature in Hindi has been conspicuously sluggish in its growth and in turn reading habit in the children in general remained shy of sprouting.

2.8.5 Missing Modernity

A survey of 350 Hindi books published during 1991-1994 was made for this study. It reveals extensive over-lapping in choice of subjects and presentation. Added to this lack of variety are the factors like tepidity about social changes and imprudence to needs of present-day youngsters which play as formidable detractors in an approach to bring the children and the books together. Moreover, there seems to be an overwhelming dependence on traditional literature with an abundance of titles based on old favourites like Panchtantra, Jataks, Ramayan and Mahabharata brought out by different publishers containing similar material *mutatis mutandis* with almost a negligible difference in their respective approaches. To the reasons best known to them, these publishers more often prefer to commission such writers who are profound in their obsession to values of the old world and sparkling in their enthusiasm to pass on this legacy to new generations. As such, a flash of modernity in Hindi literature for the children is still away from the anvil. Neither the publishers nor the writers perhaps look at the things in the way the child himself looks and in absence of any understanding about his psyche, they more often overlook his quest for excitement and adventure.

2.9 ECONOMICS OF PUBLISHING

2.9.1 Heavy Cost Constraints

Though print-run inflicts a substantial impress on production costs, the cost of a book has also to bear the brunt of factors like cost of manuscript and illustrations, cover and jacket, paper, printing, binding, discount, royalty and advertising etc. A survey of Book Industry in India made by National Council of Applied Economic Research groups the expenditure on producing and distributing a book in costs as under:

A. *Preparation of the manuscript*
  1. Cost of obtaining the manuscript
  2. Cost of reviewing and editing

B. *Cost of printing*
  1. Cost of art work (design and illustrations)
  2. Cost of composing/typesetting and printing
  3. Cost of paper
  4. Cost of binding

C. *Cost of distribution and overheads*
  1. Cost of distribution; (a) advertising and sales promotion, and (b) discount
  2. Royalty
  3. Overheads (excluding what has been taken into account earlier)
  4. Publisher's profit.[14]

The ratio of each category or group of costs in overall expenses on production and distribution of books may differ from publisher to publisher as well as title to title. However, a general pattern in this regard emerges as follows:

1.	Commission to Distributors (25-30% to wholesalers and Book-sellers)	40%
2.	Production costs (Paper, Type-setting, printing, designing, author's and illustrator's as well as designer's remuneration/royalty etc.)	30%
3.	Overheads (Office expenses including salaries, rent, equipments, stationery, postage, telephones etc.)	20%
4.	Publisher's profit	10%[15]

It is worthwhile to note that sizeable ratio of overhead expenses and a big chunk as commission for distribution shoot up the publisher's burden to a level three times of the production cost. In addition, he has to make a provision for atleast a marginal profit. So a book is priced at about three to four times of its production cost.

Such pricing seems to be justified on one hand whereas on the other there prevails a general opinion that publishers in India are a creed of crafty people, with their sole commitment to amassing fortunes and they are literally minting money though there may be a small segment of exceptions also. Whatever be the truth in this regard, there can hardly be any denial of the fact that blistering high prices of books have made a corrosive impact on their sales and the reading habit has been the worst sufferer in the process.

2.9.2 Tempest in Paper-Market

Illustrated books for children with adequate volume of pictures began to appear in cognizable numbers around the year 1960 *parri passu* with the dawn of offset-printing era in India. The new breed of books representing astute meta-morphosis in type faces, printing, designing, paper and binding opened new ways of looking at the world before the children. Glimpses of a world fascinating in its wonders, magic and fun endeared these books to children and they readily took to them. This aroused the hopes for a better pace in the growth of children's literature and there came a spurt of venturing activities in the field which pushed it a great deal ahead. However, the tempo could sustain for only a couple of decades as steadily rising prices of inputs, materials as well as services, came about in the meanwhile, to tell upon the rate of progress. Prices kept on moving upward and ultimately the situation entered an excruciating phase in early years of 1980s when the television grew up as a devouring ogre for literature on one hand and on the other prices in paper markets careened up to take a galloping course. Paper prices never divulged any sign of relenting thereafter and continued to upset the applecart of publishing with all their fury. Arvind Kumar, the complaisant Director of National Book Trust, India and formerly a publisher himself is fully justified in stating that frequent sharp rise in the prices of paper during the last several months has created a crisis situation of an unprecedented magnitude. Venting out his concern in the matter, he becomes rather sour in telling that the prices of indigenous paper have been revised seven times during 1988 and three times in the first three months of the year 1989.[16] Cost of paper still continues to rise drastically as will be evident from the graph given on next page, as reproduced from NBT newsletter, April, 1995. One may well understand as to how difficult it could be for the publishing industry to survive when the paper prices go up so high — Children's Books which rank very low in the priorities of publishers naturally become the worst victims of such circumstances.

Cost of Paper

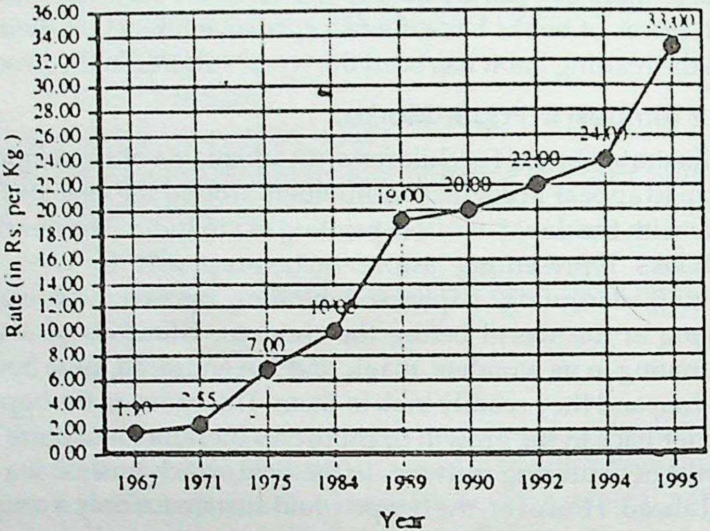

Fig.

2.9.3 Short Supply of Paper

Deluging hikes of paper prices have ravaged the publishing in India in a demonic manner in recent years. The industry had made its way to become the seventh largest in the world as far as the number of titles published in a year was concerned. But the latest addition of UNESCO Statistical Year Book reveals that it has now slid down to seventeenth position.[17] This happened perhaps because the publishers lost all zest in expanding business and bringing out new titles in face of forbidding paper costs. Even the phenomenon of cost efficiency through large editions became unyielding as there could be no economy in per copy paper cost. Containing high rate of rise in paper prices seems improbable, more so in view of the fact that Paper Industry in India is producing only 2,05,000 tonnes which has an estimated demand of about 3,50,600 tonnes during the year 1995-96 with a gap of 1,45,600 tonnes. This gap may even rise upto 3,34,450 tonnes by the end of this century.[18]

2.9.4 Type Face and Paper Quality

Use of suitable type-face in a book constitutes an important aspect, particularly in respect of children's literature. But publishers seldom pay attention to it. Only a few publishers understand that a book meant for a particular age-group of children should have type face suitable to that age-group. A book for young children should have a type face big enough in order to protect their eyes from any kind of malaise. Similarly, the type face as well as grade and colour of the paper should also be soothing to their eyes. A notable example of laxity on these accounts is furnished by 'Boski Ke Kaptan Chacha', a book by Gulzar. Though sumptuously delectable in its contents and illustrations, the title remains feeble in its appeal simply because the type face used is too small and the paper is of inferior quality. An excellent specimen of proper attention on quality of paper is 'Children's Digest', a monthly for children published in USA, which uses a light green tinged paper especially made to soothe the types of youngsters.

2.9.5 Measures Detrimental to Quality

Inflicted more severely than others, the publishers of children's literature took recourse to bizarre measures in a bid to withstand the effects of paper crisis. Some tried to curtail the remuneration of writers and illustrators, some reduced the quantity of illustrations or dispensed with them altogether, some opted for the lower grades of papers and some others went for inadequately small type faces with a view to economies in paper consumption. All these measures were bound to prove detrimental to the quality and 'pull' of the books which they did. Talented writers and illustrators parted away from the field and incongruously produced books were discarded by the discerning generation of children. Lillian Smith is very correct in stating that, "No force in the world can compel children to read, for long, what they do not want."[19]

2.9.6 Inviability of Advertising

2.9.6.1 Newspapers and Magazines Advertising

Merely advising the children in a formal way that reading is good for them, is an ineffectual measure to allure children towards reading because sheer advice hardly acquaints them with the pleasure or taste of reading. The objective demands application of sophisticated advertising techniques. It is universally recognised that advertising is an efficacious way to promote a thing and it may verily be so in case of promoting literature among children also. Small publishers hardly go for advertising due to their financial constraints. Medium category of publishers go for advertising in trade magazines. Such advertisements actually serve only a little purpose, reason being that trade magazines hardly reach the common man. Less than 10% publishers occasionally advertise through popular magazines and newspapers but many of them hold the view that in spite of being quite expensive, advertising even in popular magazines etc. hardly proves effective as these publications too fall short of reaching the masses in interiors. They are perhaps, justified in their contention that about three-fourth of the population of India lives in villages and magazines and newspapers hardly reach them. Even if they happen to reach in some villages near roadside, the extra-ordinarily large proportion of illiterates in population dwindles almost all their impact. So, it is hardly worthwhile to go for highly expensive advertising in such circumstances. At times they fail to generate any impact even in cities and metropolitan centres. A glaring example of this phenomenon may be seen in case of 'Boond-Boond'. Originally, it was produced as a TV serial but was withdrawn from telecasting schedule because of political reasons even before making its debutante appearance on small screen. This raised a controversy in newspapers and Radhakrishna Prakashan of New Delhi published the work in book-form in the hope of availing the opportunity to its brim and reaping quick profits. Knowledgeable sources inform that the publisher spent about Rs. 30,000 on newspaper publicity of the book in a blazing campaign and in fine ended with orders for only 3-4 copies after the advertising.

2.9.6.2 Advertising on Electronic Media

Advertising on electronic audio-visual media could have been comparatively somewhat viable a proposition as broadcasting and telecasting networks have since undergone fabulous expansion to cover more than four-fifth of country's population. But the costs are prohibitive and so the most effective media of advertising through TV and Radio is not within the reach of most of the publishers as it involves fabulous expenditure. So the Television network in India has yet to put an advertisement of books from a publisher on its small screen though the Radio network could claim the distinction for having broadcast sometime a spot or two from the publishers on books. A solitary publisher viz. Diamond Pocket Books even sponsored a quarter hour weekly programme on TV and on Vividh Bharati, the commercial service of All India Radio, highlighting his publications including comics for the children.

Incidentally it may be mentioned here that the government has capability to utilize the electronic media for cultivation and growth of book-culture especially amongst the children. But it may be a sheer irony that though the government does a lot of propaganda concerning various aspects of individual and social life of citizens and presents on air as well as the small screen a good number of slots, spots, jingles, slogans and features etc. regularly, yet it is perhaps unaware of its responsibility in preparing its future citizens. There can hardly be two opinions on the point that the development of book-culture amongst children would be the most rewarding proposition for the nation. This fact has, been brought to the notice of the government several times but it remains unheeded as yet. Other types of mass-media like hoardings etc. are generally considered unsuitable for advertising books and one may perhaps by chance happen to come across such a hoarding.

2.10 SELECTION TOOLS

It is, doubtless, the low sales which may be traced as the root cause of slow growth of books for children in Hindi. And a major reason responsible for keeping the sales at a low pitch may be found out in lack of an efficient system able to inform the people about their books. A child, indeed, wants to read his book. But he knows nothing about it. No one tells him about the book he may be interested in and which he may read and enjoy.

Books could conveniently reach the child through a library. But the librarians remain unaware of suitable books. A librarian is supposed to act as one who brings the child and the book together. He is obliged to procure books for this purpose. But he could proceed to acquire a book only when he has selection tools in hand. His selection tools are comprised of instruments which provide necessary information about books, their contents, bibliographic characteristics, physical formats, possible uses and the addresses they could be obtained from. The instruments are catalogues, bibliographies, book lists, book reviews, abstracts, etc. These instruments constitute sources of information which include advertisements also.

2.10.1 Book Reviews

As far as a reader is concerned, book review is the best source of information for him. Book reviews appear in general and specialised periodicals, weekly editions of daily newspapers and in certain publications solely devoted to publishing of such reviews. These play a significant role in introducing the books to readers. Usually they contain critical appraisal of books which helps a reader to determine whether the book caters to his interests or not. It tells about the theme and highlights of book, its production values, price, publisher, specific relevance and also its short-comings.

2.10.1.1 Reliability of Reviews

As the reviewers generally do their work with a sense of commitment to readers, reviews act as a veritable guide in selection of books. Their role assumes a special significance in case of children's literature as the children hardly give much importance to authorship of book unless the writer happens to be a well-established name in his field. A review tells them more about the book than the author. It stimulates their interests and prompt them to read the book. Thus book reviews may be reckoned as an important tool of developing reading habit, promoting books and interests of the publishers and disseminating ideas and thoughts of the authors.

Publication of book-reviews assumes special significance in a country like India where only a few publishers use to advertise their books in newspapers, periodicals and audio-visual media and most publishers feel that the high costs of such advertising are unaffordable for them. So book reviews remain, perhaps, the only effective way of apprising the readers and small libraries about the books. It is noteworthy that small libraries in India usually work without adequate selection tools and book reviews could act as a veritable selection tool in their case. They could rely on printed reviews in assessing the desirability of a book.

2.10.1.2 Rare Reviews

The importance of reviewing children's books is, however, yet to be properly recognised in India and only a few newspapers and periodicals pay scanty attention to this aspect. The situation is particularly grim in respect of children's books in Hindi. Hindi books in general are reviewed only in newspapers and periodicals of Hindi. Of these, a number of dailies published from metropolitan centres like New Delhi and Bombay figure amongst the most popular dailies. These leading dailies including Nav Bharat Times, Dainik Hindustan and Jansatta publish book reviews regularly in their Sunday editions. However, children's books appear in these reviews once in many a blue moon. Writer and Illustrator, a quarterly journal in English published by the Association of Writers and Illustrators for Children also publishes reviews of Hindi Books for children from time to time. It seems that either the publishers of children's books are negligent in sending their publications to these newspapers or the editors concerned are cold enough to take up a children's book for review. Obviously the people or the reader in general also hardly miss the absence of such reviews as they have never been noticed making any demand for the same which they could conveniently do through the columns devoted to 'Editors Mail'. The apathy of the people towards children's literature is well pronounced in this attitude.

Furthermore, there is no class as such of book-reviewers of children's books in Hindi. Needless to say that in the absence of book-reviewing tradition, standards of quality in Hindi books for children could not be established so far.

2.10.2 Bibliography

2.10.2.1 Primary Function

A bibliography also constitutes an important source of information about books. In the absence of bibliography neither the users nor the librarians can become aware of the source from where they can obtain the required material.

This is again a factor which hampers the reading interest of children. "A primary bibliographic function is the simple one of listing individual items, and it is this which has become known as enumerative or systematic bibliography. This is the basis of all other areas of bibliography because, before books can be studied, they must be known to exist."[20] Moreover, it is considered the first thing for a researcher in order to delve into facts.

2.10.2.2 Pioneering Effort

Subjectwise bibliography of children's literature published in Hindi in India was not in existence uptill 1970. Then Children's Book Trust organised a seminar in 1971 and in that seminar the lack of such bibliography was felt extensively. In an attempt to fill up this gap Shri Surendra Aggarwal and others published 'Hindi Mein Bal Sahitya' in 1972. It was planned to be published in two parts viz. (i) 1947-1960, and (ii) 1961-1971. But somehow its first part only could be published covering 776 entries. The second part was planned to cover about 3,000 entries. This bibliography was to include books published in 25 years of independence in Hindi for children and teenagers. The books have been divided under 9 main heads, i.e., Novel, Story, Drama, Poetry, Folk Story, Biography, General Science, Travelogue and Miscellaneous. This bibliography is based on only the books available in different libraries in Delhi.[21] Though it was the first attempt of its kind in this direction, yet it turned out to be an important pioneering effort.

2.10.2.3 Bibliographical Annotation

An exhaustive annotated bibliography published periodically at regular intervals was still a desideratum in this field. Long back in 1968 and then in 1975, NCERT also made an attempt to prepare a comprehensive list of children's books in Hindi. It was divided into 3 parts viz. (i) Bal Sahitya Suchi, (ii) Kishor Sahitya Suchi, and (iii) Tarun Sahitya Suchi. Afterwards a similar publication with the distribution of subject areas was mimeographed by the NCERT in 1983 and mailed to the schools and public libraries for their use. Public as such could get no information through it. As it is a continuous process and programme of NCERT, new bibliographies for different school stages are under the process of publication. The books for these bibliographies were reviewed and evaluated for the period 1987-93.

2.10.2.4 Cold Response to Bibliographies

Children's Book Trust made an appreciable attempt in 1983 by publishing another bibliography, 'Bibliography of Children's Books Published in India.' This bibliography contains information about books published upto 1982. Besides containing entries of titles in English and twelve Indian languages for 3 age-groups broadly — below 5; 5–10 and 11–16 years, it covers a total of 2,092 entries in Hindi also which are as follows:

Age below 5 years	28 entries
Age 5–10 years	763 entries
Age 11–16 years	1,301 entries

Explaining the difficulties in compiling this bibliography it has been mentioned that "We do not claim that it covers all available children's books published in India. The fault is not entirely ours. Firstly, we looked in vain for a directory of publishers of children's books. Secondly, not all of the publishing houses we contacted have responded."[22]

Children's Book Trust intends to periodically bring out accession volumes of supplementary titles also and so it made a request to all publishers of children's books to send them regularly information about new titles but when Shri Ravi Shankar, Trustee and General Manager of CBT, was contacted in order to ascertain the latest position in the matter, he informed with a note of dejection that "No body has sent latest information of their publications. So CBT feels that there is no good use of follow-up in this regard. There is no hope for brining out a revised edition of the bibliography in near future." He further informs that CBT had gone for a print-run of only 1100 copies in the first instance. However, more than 60% copies are still lying unsold in the store. Very few libraries have purchased it, though it was offered to libraries at a special discount of 50%. The school libraries which purchased it are also very rare.[23]

An annotated bibliography of illustrated books for children in Asia under the title — 'Bibliography: Children's Books From Asia 1980' has been published by the Asian Cultural Centre for UNESCO, Tokyo. As stated therein "due to limited time for preparation and to occasional difficulties, only 31 representative illustrated books of Indian languages and English for children published by competent authorities like NBT, Thomson Press, CBT, IBH Prakashan etc. could be included in it."[24]

Recently a conspicuous breakthrough in the direction of making the bibliography of children's literature published in India from year to year available on a regular basis appears to have come underway. The National Centre for Children's Literature (NCCL) has brought out the Bibliography of Children's Books Published in India during the year 1989-90. This bibliography has detailed annotations and it is in the process of bringing out annotated bibliographies of children's books published in 13 languages published during the years 1992, 1993 and 1994. It may be mentioned here that due to some unavoidable circumstances NCCL could not include books published during the year 1991.

2.10.3 Publisher's Catalogue

Publishers regularly publish a catalogue of their publications in order to inform all who may be interested in books. A brief description of the book is also sometimes published with entries in these catalogues which helps in creating interest among the readers. It is useful as a means of updating information to those who seldom get a chance to attend the Book-fairs, Book-exhibitions, etc. or visit book-shops in person. During the market survey made for this study (discussed in a later chapter) it was noticed that usually the publishers do print catalogues but some of them like Umesh Prakashan, Sahitya Kendra Prakashan, Hind Pocket Books, Ravindra Prakashan etc. hardly spend adequate amount on publishing catalogues of their children's books. They perhaps consider it rather enough to bring out only cyclostyled lists of books. But some 5-10% publishers like CBT, Frank Bros., Dreamland Publications, India Book Depot, Pustak Mahal, S. Chand & Co. (with brief description), Living Media India, Vishva Vijay Prakashan, Diamond Pocket Books etc. seem to be somewhat conscious about the importance of catalogue and they use to print attractive, illustrated (multi-coloured) catalogues of good quality.

2.11 DISTRIBUTION OF BOOKS

2.11.1 Booksellers Not Attracted

Booksellers play a key role in distributing the books in India. The terms and conditions existing between the publishers at one end and the booksellers at the other directly influence the sales and they include matters like discounts, return of unsold copies after a fixed time limit and other connected factors. As far as the discount is concerned, an almost fixed percentage rate prevails in the market. So a low priced book offers very little to the bookseller as his share. Since the children's books are usually priced at a considerably low level compared to other publications, these remain at the bottom in the order of a bookseller's preferences. Booksellers argue that they do not earn that even by selling eight to ten number of children's books what they earn by selling only a single copy of a book bearing a heavy price-tag. Moreover, it is a tedious job to effect the sale of a children's book compared to other books as it requires a lot of prompting.

2.11.2 Lack of Book-shops

As books are not an essential commodity, their salability is also limited and book-shops are rare in the markets. Even those book-shops which do exist, keep Hindi books in limited quantity because of low earnings from them. The situation is still verse in respect of children's books in Hindi. Even the publications of noted institutions like National Book Trust, Children's Book Trust and Publications Division of Government of India are hardly reaching to intended children for want of an efficient network of outlets.

2.11.3 Home Library Plan

Book-mindedness can hardly be increased without developing a large market which could be done by establishing sales points throughout the country, in urban, semi-urban, rural and semi-rural areas. Large cities, of course, do have profusion of book-shops, but in medium size towns and villages book-outlets hardly exist in adequate size and numbers. The publishers could promote book-mindedness and improve sales by making better use of direct mail orders. One more effective method of book promotion and sales is the 'Home Library Plan' which is a system of distribution of books direct to readers on attractive terms and on a time-bound subscription basis. Books under 'Home Library Plan' are usually supplied to the subscriber through post.

In the present stage of development of the country, private publishers have a significant role to play as the entire need of books in the nation can hardly be met by public agencies alone. The position of private publishers could be strengthened provided they step forward to tap the large market which remains to be explored. Indeed, an ever increasing book market is waiting to be tapped.

2.11.4 Lack of Children's Libraries

Bookshops are concerned in the first place with book purchasers but there is a large section of the community to be catered for. It is comprised of the book borrowers. Due to availability of titles in abundance, few people can afford to buy all the books they wish to read. The requirement of room or space for keeping the books also poses a problem, especially in cities where most people have to live in small apartments. Moreover, many works of reference are needed only occasionally and there seems to be little justification in their purchase by the individuals. So borrowing of books becomes inescapable.

"In every society there is a hard core of book-buyers, what to talk about developing countries, even in developed countries like United States, it is estimated that this hard-core market is no more than 250,000 people who have enough time and money to satisfy their reading interests on a regular, frequent basis."[25] This fact needs to be looked at keeping in view the high rate of literacy and per capita income over there. Americans generally visit libraries which are well-equipped there and stock sumptuous reading material to satisfy the demands of the public.

Reporting about the position of USSR in this respect, the Delegation of USSR Goskomizdat has stated that "Young readers do not necessarily have to buy a book; there are over 8,000 children's libraries in our country and 130 thousand libraries attached to schools."[26]

2.11.4.1 Negligible Growth in India

Even low percentage of literates in India are not attracted towards libraries and the material available there. They seldom make qualitative use of the library. Much of the library collection is not referred to them. A developing country like India has been rather in need of much more wider a network of libraries for children, particularly in view of low levels of literacy and per capita income prevailing in the country which are retardative to individual purchase of books. The situation warranted for a high priority to establishment of a soundly based and professionally run library system on educational as well as social grounds. But in sharp contrast to pressing needs, the actual growth of library facilities remained almost negligible and more than two-third of the primary schools in the country had been functioning without any library according to statistics published in 1994.[27]

2.11.4.2 Lack of Awareness for Library Use

The situation appears rather more repining when one finds that even the literates who form a low percentage of population in India are quite parsimonious in making use of library facilities available to them. They seldom make any qualitative use of the library. On the other hand library personnels also remain rather indifferent about the proper use of collections in their libraries and a borrower or a reader is very often kept unaware of the collection. This practice is in contravention of the well-established maxim of Library Science which proclaims that 'Books are for use'. In fact a library should intensify the use of books by every possible method. It is supposed to do everything it could in order to fight illiteracy and whet the appetite for reading. Atleast all children who are studying in the schools could be turned into potential readers and users of public and school libraries wherever such facilities could be made available. But it is really a matter of deep concern that children upto the age of 11 years, i.e., those passing through primary level of their education were allowed to remain most neglected as far as provision of reading material was concerned while psychologists assert that this is basically the formative age when the personality of the child is most sensitive to experiences and experiences undergone at this age cast a life long effect.

It may well be made out on the basis of foregoing discussion that the reasons for slow growth of children's literature in Hindi are virtually very many. They form a multifold and multifaceted stratagem posting a complex problem which calls for concerted and sustained efforts on the part of all those concerned with the field in order that a breakthrough may be made towards its desired solution.

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3

Basic Characteristics of Children's Literature: Delineation of Age-groups and their needs

3.1 STANDARDS IN PUBLISHING

Publishing for children is a sophisticated art. It requires not only ingenious planning and pooling of resources but also dexterous production skill and a very close co-operation amongst the author, the artist, the publisher and Planning resources and co-operation at different levels, organized in proper proportions, can set standards of production for children's literature. But as has been discussed in previous chapters that in India, especially in Hindi, no standards have been set so far, let alone a high standard.

3.1.1 Inspiring Examples

Nevertheless, a writer laying his hand on writing for children in Hindi may get needful inspirations by keeping in view the standards set in this area by certain writers of world repute like Lewis Carroll, Mark Twain, R.L. Stevenson, Edith Nesbit, etc. Illustrators may look at the examples of some notable illustrators of children's literature in the West like Colin and Moira Maclean, Margaret Chamberlain, etc. And publishers would do well in following the foot-steps of publishers like John Newberry (London), Froebel Kan Co. Ltd. (Tokyo) and others. These names spell the hallmark of quality in children's literature. Such standards can be set in the areas of content, illustration, language, printing, paper, binding, format and so on. Standards in all these areas form the basis for evaluation of a book having good points or otherwise. Though every book needs be judged with some degree of flexibility yet there should never be any compromise with low standards in any of these important aspects. In some cases minor deficiencies in a book can be well outweighed provided the book has good concept and appeal.

3.1.2 Rapport with Children's Psyche

Contents constitute the most important aspect in respect of a book. As far as children's books are concerned, they must have contents which appeal to children. While considering the contents, the choice of subject appears as the primary factor. Literature for children demands at the outset an understanding of the child's mind so it becomes appropriate for the authors to keep in mind certain values while creating a world of letters for young ones. Writers may study closely the tender spots in the child's mind. Generally the adults use to write for the children. So to some extent they need try to feel and think in terms of children's world of action and experience. "Be a child to reach the child." So says Lee Wyndham, an American writer. A writer has to establish an intellectual and mental rapport with children's mind.

3.1.3 Natural Wisdom of Children

Many authorities have tried to understand the children's mind. Yet very few could reach near about it. One may be benefitted in the matter by remembering the words of Jawaharlal Nehru who says, "The vast army of children all over the world, outwardly different in many ways, speaking different languages, wearing different kinds of clothes and yet so very like one another. If you bring them together, they play or quarrel but their quarrelling is some kind of play. They do not think of differences amongst themselves, differences of class or caste or colour or status. They are wiser than their fathers and mothers. As they grow up, unfortunately, their natural wisdom is often eclipsed by the teaching and behaviour of their elders. At school they learn many things which are no doubt useful but they gradually forget that the essential thing is to be human and kind and playful and to make life richer for ourselves and others."[1] So the choice of subject should be such as to produce the right kind of reading material which would attract children, hold their attention and encourage them to read more.

Choosing the right subject is no easy a job. It requires considerable experience in the field and the person who possesses it is verily the editor or a book-editor. The editor of children's books must be well-acquainted with the subjects fascinating to the children and their order of priorities in different age-groups of children. Basically it should be the job of the editor to decide what should be published for children. This judgement implies a certain amount of knowledge about the psychology, the comprehension level and the conceptual receptivity of children at different ages. The editor is also the co-ordinator of the team work between the author and the illustrator. Howsoever well-written the book might be, the editor can always add some more flavour to it. It is also the function of editor to advise the publisher about the merits of a project. Publisher usually consults the marketing section regarding salability of the proposed title. But this hardly means that the final decision is taken by the marketing section. In fact the first print-run of the title would largely depend upon the sales people who are expected to be aware of the trends in the market.

3.1.4 Key-person in Production

However, such a custom in regard to children's books is seldom followed in India as most of the language publishers predominantly depend on bulk purchase by various Government departments. The editor is expected not only to know the language very well but also an insight into the children's needs, interests and capabilities. The editor is the key person in the entire process of the production of children's books. He has to be knowledgeable, fastidious, painstaking with a sense of humour. Unfortunately, there is a tremendous dearth of such specialised editors in India. In fact their importance is not realized and since there is no demand, very few people try to acquire that kind of speciality. This applies to Hindi in particular.

3.1.5 Textual Merits

An editor, earnest in his work, would invariably judge the merits of a manuscript on the basis of certain wellknown norms. He would see that the characterisation is balanced and no character in the story has been subjected to an overplay, or subdued. Ethical values will have to be established by the contents or subject matter of a children's book. In informative or non-fiction books, material must be well organized, authoritative, accurate, comprehensive and up-to-date. If some matter has gone obsolete, no pains should be spared to update it availing latest information available in the field.

3.1.5.1 Sensitive Subjects

Controversial or sensitive subjects need be handled very carefully and care taken to see that the treatment of a point in the subject-matter of a book casts no unhealthy effect on the mind of children like arousing the feelings of cast, regionalism or any discrimination based on sex. Controversies regarding unity and integrity of the nation as well as contempt towards any religious belief should not be allowed to creep in a children's book. The text should always be in a good humour and if the serious portions are long enough, they should be punctuated with some humourous elements here and there so that the child reader can be saved from the feeling of heaviness which usually compels one to put the books aside.

3.1.5.2 Language and Style

Language and style of the text play a dominant role in the success of a children's book. A children's book should be in children's own language. The use of pedantic words, especially those which the children find difficult to pronounce should never be made and abstraction of language may be avoided. They may be written in such a language and style that the children may grasp and digest easily. Such literature would please them immensely and cultivate in them a liking for reading. The style of writing need always be lively for if the text goes dull at any place, the child would hardly hesitate in abandoning the book.

3.1.6 Coherence in Illustrations

Illustrations in a book constitute the prime attraction for a child. In fact, a childhood hardly relish a book which has no illustrations. So the producer of a children's book has to take special care in the matter and incorporate suitable illustrations. Illustrating a children's book is also a job which requires a lot of expertise. The illustrations should be communicative and in tune with the text.

The placing of illustrations should be carried out carefully and an illustration should never be away from the portion of text visualised in it. A misplaced illustration is bound to go in vain as it would have no communicative value when separated from the text and placed on a different page. A child reader must see the visual of a situation at the instant he reads about it.

If the illustration consists of a photograph, care should be taken to see that the print selected for reproduction is of good quality and divulges details and contrasts in clear tones. While using sketches as illustrations, it must be ascertained that they have no uneasy lines and the figures are well proportioned. At times caricatures may also be used as illustrations in children's books, especially if the contents are humours. Illustrations call for special care in printing also as too deep or too light an impression of ink would tell upon the communicative potential of an illustration. As far as multi-coloured illustrations are concerned, it should always be borne in mind that the colour combination need be harmonious and soothing to the eyes of children. Dazzling colours should be avoided.

3.1.6.1 Versatility of Illustrations

As an illustration has an universal language and is not hinged strictly with the words and usages of any particular language, it may well be used for similar type of text in different languages. Likewise, it may be used for identical situations in different books. So every illustration offers a scope for its use in different books, in different languages irrespective of its place of origin. This inherent versatility in illustration may be availed to its optimum use if some sort of banks for the illustrations intended for children's books are set up. These banks may work on international basis. The institutions like UNESCO and UNICEF may take a lead in this direction by working out a plan for such a bank and materialising it through their various chapters.

3.1.7 Printing Quality

As far as the printing is concerned, the same maxim applies in respect of text also as noted about reproduction of illustrations. The impression should never be either too deep or too light. Care would have to be taken to see that the impression of any type is not blurred. So if the book is printed in letter-press or metal type faces are used, it should be properly checked that they are not broken. As far as possible fresh type faces may be used in case of metal type faces. As the Hindi language is written in Devnagri script which envisages the use of half letters and compound letters, the writer has to be fast in avoiding words with such a complex structure of letters in order to safeguard against misspellings and consequent corruption of language.

3.1.8 Format and Cover

Paper used in the books must be of good quality, stouter enough to withstand the rough handling by children. The book has to be bound well, whether cloth-bound or in a paperback and the binding should be durable enough so that pages do not fall apart in course of repeated handling.

The format of a children's book needs to be kept in line with the physical status of its readers. It should be sized and shaped in such a way that a child feels no inconvenience in handling it. The cover of a children's book should be not only attractive but it should also convey certain facts about its contents. So a producer of children's books would do well in keeping from commissioning novices for designing the cover of a children's book and the job should rather be entrusted to an experienced artist. This is important in as much as the cover brings about the first love of a child for the book.

3.2 FLEETING CHILDHOOD

Discussion made above is applicable in general to all types of children's books. Nevertheless, further consideration will have to be made keeping in view the fact that the requirements and tastes of the children widely differ from one another in relation to their physical and mental development. Childhood is rather a succession of stages of development with their own levels of reading ability and interest. There is always a rapid change in a child's perception, comprehension and vocabulary as they grow. "... It is in the very nature of children to grow. They can not stand still. They must have change and activity of both mind and body."[2] Though in comparison to adulthood, childhood is very brief and fleeting, yet it is not just a generalized state of existence like adulthood. At the same time all children have some latent creative potentialities in them. Some may have more and others may have less. A child's ability to read or his conceptual receptivity may be higher than that of other children of his own age or it may be lower than the average. Comparison between two children of the same age would reveal that they widely differ in their stages of physical as well as mental development.

Programmed-educational-system of school takes care of different stages of a child by providing different grades in school from pre-KG level to secondary level and thus marking/assessing the degree of his capacities to receive and express what has been taught in the class-room. But out-of-school books are different. As a child has to go through these books all by himself without any mental assistance from the teacher or any one else, his stage of development matters more in their case.

3.2.1 Successive Phases of Growth

Various factors play important role in the development of a child. When one plans books or toys, garments or any other thing for children of different age-groups, one normally takes up the average mental level or the body size. As far as the mental development or IQ is concerned, there are certain standards for children of different ages but truly speaking age-groups are arbitrary and cannot be applied exactly in the same manner in case of any two children. There is no scientific way or technique which may help in properly grouping them in accordance with their physical age and corresponding intellectual development. Whatever generalisation is made, it is only an assumed one and it is there for the sake of convenience.

Scholars envisage divergent groups, everyone in his own way, while grouping the children according to their ages outlining successive phases of childhood. Delineation of childhood into different age-groups becomes all the more necessary while writing for the children as it is a prerequisite to keep in mind the conceptual receptivity, emotional maturity and language ability of the prospective readers. Anything written without credence to these three factors would not be useful and acceptable to the children. A book intended for a particular age-group would suit to that age-group only and hardly to others. So a writer has to keep in mind the age-group for which he is writing. Incidentally, it would be relevant to look at the delineation of age-groups of children made by some scholars in respect of writings for them.

3.3 AGE-GROUPS

Manorama Jafa forms the following four age-groups:[3]

(i) Under five
(ii) Between 5 – 8
(iii) Between 8 – 12
(iv) 12 - 16 years

Leelawati Bhagwat, another scholar on children's literature forms only three groups which are as follows:[4]

(i) 3 – 7 years
(ii) 7 – 10 years
(iii) 10 – 14 years

Apart from these, some other scholars like V.D. Gopalkrishnan, Monisha Mukundan, Jagdish Singh, P.C. Sandal and Dr. Shri Prasad have also formed the age groups of children in their respective studies.

3.3.1 Psychological Grouping

As noted earlier, all these different groupings are more or less according to individual opinions of the respective scholars. If one turns to the opinions of some psychologists of international repute, it would appear that Earnest Jones, a specialist in psychological analysis, delineates the childhood into four age-groups on the basis of children's changing attachments. The earlier phase comprises of the period when a child remains attached to himself. This tendency is termed as 'Narcissism' in psychology. In next phase the child becomes attached to his parents and wants to possess them in totality. Any one coming in between this attachment becomes an object of envy for the child. The third phase represents the period when the child becomes attached to companions of his own age-group and hardly hesitates in taking pains for a companion. The fourth phase is the period when attraction towards opposite sex is felt and gradually intensifies.[5]

Rev. G.H. Dicks delinates the childhood into five age-groups in his 'Child Study' on the basis of psychological development. His delineation is as follows:

1. Infant — upto the age of three.
2. Child-upto the age of eight or nine.
3. Early-adolescent — upto the age of eleven or twelve.
4. Later-adolescent — upto the age of fourteen.
5. Youth — upto the age of twenty.

Dicks also agrees that the lines of delineation are not indelible. Children are found trespassing them in specific circumstances and every child passes through the period of transition while entering into a successive phase.[6]

3.3.2 Sub-stages of Development

Piaget identifies four successive stages in the development of a child. They are: (1) sensorimotor stage—from birth to approximately 2 years of age; (2) the pre-operation stage—from approximately 2 to 7 years of age; (3) the concrete operation stage —from approximately 7 to 11 years of age, and (4) the formal operation stage—from approximately 11 to 15 years of age.[7]

Piaget continued to publish parts of his theory in respect of the stages of development in a child with some revision in details and divided each of the early three stages mentioned above into sub-stages. The sensorimotor stage into six sub-stages; the pre-operational stage into two sub-stages; and concrete operational stage into two sub-stages.[8]

3.3.3 Cogent Grouping as per Reading Habit

As the delineation by one scholar differs from that by another and variations are bound to appear, it would rather be the only alternative to adopt a logical delineation which may not be very far from the stages described by the above-mentioned psychologists and at the same time most relevant for the purpose of delineation according to development of reading and grasping abilities in the children. As far as writing for the children is concerned, it would be expedient to divide the children into following four groups:

1. Below 5 years
2. 6 - 8 years

3. 9 - 11 years
4. 12 - 14 years

This grouping may seem somewhat obtrusive but it is cogent enough in broadly demarcating the successive phases of psychological and intellectual development of an average child.

3.3.4 Constitutional Validity

As seen above some scholars have included individuals upto the age of 18 years in their grouping of children according to age whereas some others have considered individuals upto the age of 16 years. Nonetheless an individual beyond the age of 14 years may hardly be included in children as he steps in adolescence during his early "teens' and many a trait of adulthood begins to creep in his personality. As noted earlier, the Encyclopedia Britannica considers 14 years or 15 as upper age limit of childhood[9] and the Constitution of India validates the limit of 14 years only. Therefore, anyone more than 14 years of age needs hardly be considered in the category of a child.[10]

3.3.5 Young Adults

Children above 14 are not considered as children now as adolescents are now considered a category by themselves. Adolescence is virtually the pre-adulthood. The emotional and mental needs of adolescent are different from those of children. The fact has been realized by psychologists and educationists. They are conscious of the fact that such individuals are on the threshold of adulthood and like to be treated as adults. In America and other Western countries, they are called 'Young adults'. They expect their books to look more like adult books.

The above grouping takes into account an average child and only normal children as there are some categories of child like handicapped or mentally retarded who deserve special treatment and they can hardly be considered at par with the children in general. Similarly there are children bereft of eye-sight and they are altogether different from other children in as much as they are unable to read common books and have to take resort to books printed in Brail, a script especially designed for the blinds.

3.4 AGE-GROUPWISE CONTENTS

Even in case of normal children, the contents of books would naturally differ in relation to their intended readership amongst various age-groups of children. So far no worthwhile attempt has been made to suggest as to what should be the different contents or subjects for different age-groups. However, Charlotte S. Huck and Doris A. Young have prepared a table[11] which shows books for ages and stages with characteristics of children and their implications and this table may well serve as a rudimentary guide to children's book-publishing. The table is being reproduced here:

Books For Ages and Stages

Characteristics	*Implications*
Pre-School and Kindergarten	
1. Rapid development of language	Interest in words, enjoyment of rhymes, nonsense and repetition.
2. Continuous activity, short attention span.	Requires books of one sitting, enjoys participation through naming, touching and repeating phrases.
3. Concepts and behaviour are ego-centered.	Likes stories in which he is clearly identified.
4. Curious about his world.	Stories about everyday concepts, experiences, pets, people at home, playthings are enjoyable.
5. Enjoys imaginative play.	Likes stories which personify the inanimate. Talking animals are appreciated.
6. Seeks warmth and security in relationship with adults.	Enjoys individual attention of the story-teller. Requires poetic justice and happy ending.
7. Begins to seek independence from adults.	Books can help children adjust to new and frightening experiences.

Early Elementary Stage

1.	Attention span increasing.	Short stories are appreciated. He may enjoy serial provided each chapter is a complete experience.
2.	Seeks approval of adults.	Children need much praise.
3.	Continues to seek independence from adults.	Needs opportunity to select books of his own choice.
4.	Continues to need warmth and security in adult relationship.	Reading and sharing books with parents can cause good family relations.
5.	Continues interest in the world, eager and curious.	Needs wide variety of books.
6.	Fairness rules are important.	Equal opportunities to read and share books should be provided.
7.	Humour is always appealing. Enjoys incongruous situations.	Encourage appreciation for humour.
8.	Child is expected to achieve the developmental task of learning.	Many simple books other than readers needed.

Middle Elementary School Stage

1.	Attention span longer. Eyes ready for close work without strain.	Enjoys hearing continued stories. Prefers un-interrupted time for reading.
2.	Attaining independence in reading and skill.	Discovers reading as an enjoyable activity and hobby.
3.	Wide variation in ability and interests. Sex-wise difference of interests appear.	Many books needed, Self selection of reading material becomes increasingly important.
4.	Peer group acceptance becomes increasingly important	Children need opportunity to recommend and discuss books. Reading certain books may provide status. Books

		choice may be influenced by peers.
5.	Interest in collection.	Quantity of books reading becomes important. Enjoys series of books.
6.	Success in sports becomes a developmental task.	Interest in sport books.
7.	Expanding interest in others. Becomes less ego-centric.	Interest in biographies, history and people of other lands increases.
8.	Seeks specific information to answer his questions.	Differences in reading preferences. Guidance needed to understand growth process.
9.	Becomes more able to co-operate and work in groups.	Group discussion, puppetry, dramatisation provide for development for skill in working with groups.
10.	Enjoys humour in every day situations. Begins to appreciate imaginary adventures.	Oral reading of favourite incidents enjoyed.

Later Elementary Stage

1.	Rate of physical development varies, rapid growth precedes beginning of puberty, girls about two years ahead of boys.	Differences in reading preferences. Guidance needed to understand growth process.
2.	Understanding and accepting the sex role is a developmental task for this period.	Books may provide impetus for discussion and identification with others is helpful.
3.	Sustained intense interest in specific activities.	The child reads with complete absorption, spends more time in reading, selects books relating to one topic.

4.	Increased understanding of reality makes possible projection into fantasy.	Needs to be introduced to imaginative literature.
5.	Increased emphasis on peer group and sense of belonging, expression of prejudices, deliberate exclusion of others.	Emphasis on unique contribution of all is much appreciated.
6.	Awareness of self and interest in feeling of self and others, search for values, interest in problems of others.	Needs reading current events, should be provided opportunities for discussion of books and their significance.

Doris Gates also maintains that reading needs and interests change as children grow. He delineates five stages of the growth of a child beginning from early childhood upto adolescence. (See Annexure-4) Gates points out that his chart is intended only as a general guide and not as a set of rules to be followed rigidly because just as children all grow differently and do not all reach the same point in development at the same time, their individual reading needs and interests will differ.[12]

Having made a more or less tenable delineation of different age-groups of children, one may proceed to consider in an elaborate manner the specific requirements of each age-group in respect of reading material.

3.5 NEEDS OF TINY-TOTS

First of all the child under the age of 5 years will have to be considered in any study about the children. Children of this age-group, popularly called Tiny-Tots have perhaps been the most neglected ones. Serious attempts to study their minds and intellectual levels have been few and far in between. However, studies tell that a child begins to get attracted towards lullabies and nursery songs after completing the age of 6 months and enjoys them. During the second year of his age he begins to get enjoyment in looking at pictures. His area of interest continues to grow and attaining the age of 4 years he becomes inclined to making a collection of his own.

Unfortunately, the child under the age of 5 received no worthwhile attention from the elders in respect of the development of his intellectual faculties till recently. But the consciousness about this aspect is now gradually increasing. Social scientists now regard a child below 5 years as an individual and recognize the fact that he too has a personality though in making.

3.5.1 Widening Exposure

Traditional ways of living in most communities all over the world have been such as to allow the child under 5 years very little or even no exposure outside the family circle or at best the preparatory schools. But the media revolution in recent decades has brought about a lot of difference in this attitude and the TV screen has opened a whole universe before the child.

3.5.2 Picture Books

It is now being observed that the young child takes interest in many spheres and can feel and understand much more than what people used to comprehend about him. Though a rapid development of language makes a beginning in the child of this age group, yet his visual and sensory perceptions are rather more developed and dominating. Therefore, it would be desirable to introduce him first to the picture books which would keep on fascinating him roughly upto the age of 3 when he usually gets his first introduction to alphabets these days in a nursery school that has become a commonplace not only in cities and towns but even big villages in India.

3.5.3 Read-Aloud Books

Soon after introduction to alphabets, a child becomes interested in words in print, especially the words he has been using by this time. However, the vocabulary at this stage remains quite limited and consists of simple words with few syllables. Any attempt to coax a long word or one with complex syllables may result in disenchantment of the child from the galaxy of words. This is a stage which calls for a very careful consideration in selecting a book for the child. The books intended for a child with new baptism to printed words should contain only a few short and simple sentences which may be in the form of describing the pictures. Such books would arouse the interest in the child towards learning printed words and would prepare him for taking to books for tiny-tots being published as 'Read Aloud Books'.

Read Aloud books are now well entrenched in the education system of the West and so they are available in plenty in English language. They have recently appeared in Hindi also but their number is almost negligible as yet. Their publication needs an encouragement. However, while scheduling manuscript of such a book for publishing programme, many things would have to be looked into with a special reference to their relevance for Hindi speaking children and their environment. Though standards in various aspects of these books can not be set up precisely, yet a viable guideline may be laid down.

3.5.4 Physical Aspects

Read aloud books may be in a variety of sizes and shapes depending on what they contain. A certain size and shape of book may do very well for a particular subject but be entirely misfit for another manuscript. For example a Read Aloud book about watches may well have a shape like the dial of a clock but the same shape would be absolutely unsuitable for a book about the animals. The size of these books should be invariably big enough in length and width but slender in spine. Its weight should be such as may be handled conveniently by a tiny-tot. The cover of these books should be sturdy and glossy as discussed earlier but it should be particularly strong in view of careless, rough and harsh handling by the tender hands. The paper should also be thick enough and preferably be glazed so that no impressions peep through its reverse side.

As the text in these books is always a short one, a bold and big type face would hardly cause any inconvenience to the publisher on one hand and would be appreciated by the young readers on the other. As far as possible a type face smaller than 18 points should not be used in books for the tiny-tots.

3.5.5 Contents and Subjects

The contents of these books would be varied and the subjects may be chosen by taking into account the aptitudes of the children of this age-group. They may include animal stories, stories about machines such as trains, planes, cars which make noise and involve actions, dressed up animals, alphabet books, stories about every day concepts, pets, playthings etc. The children of this age-group like humour, jokes and natural surroundings also. In short the characteristics and implications in respect of pre-school and Kindergarten in the Huck and Young's table cited above would meticulously apply to all Read Aloud Books. Very few Hindi books for children seem to conform to these requirements broadly, e.g. Hathi Aur Kutta, Ghera, Matsya and others.

3.6 ELEMENTARY SCHOOL AGE

Next to tiny-tots comes the category of children in the age-group of 6-8 years. This age corresponds to early or elementary stage of schooling. At this age most of the boys and girls find themselves in schools, even those who attended no Nursery or Kindergarten school. Only those children may be the exception who get no access to enter a school because either a school is hardly there within the manageable distance or the guardians remain lackadaisical about sending their wards to a school due to varying reasons. School going children of this age-group undergo some change in comparison to their previous stage as they begin to understand the purpose of schooling and feel an atmosphere altogether different from their homes. Their characteristics also change. The child of this age-group becomes somewhat conscious about his ownself and experience his early exposure to the society. He develops a taste for friendship and takes to making friends with his classmates and other children of the same age-group around him.

3.6.1. Seeds of Reading Habit

Away from his family for long hours he cherishes collective life and at the same time wants to retain his own identity. He feels an increased longing for warmth and security in his changed circumstances. The characteristics of this age-group render it into a golden period for sowing the seeds of reading habit and lay foundation for developing him into a voracious reader of the future. Reading and sharing books with parents may be the most advisable course for children of this age-group. This would on one hand serve the purpose of developing reading habit and on the other would provide the child with a convincing feeling of desired warmth and security which would go a long way in the development of healthy family relations and shaping attitudes of the child towards others.

3.6.2 Language and Vocabulary

The books for this age-group would be different from those for tiny-tots in as much as they would have an increased proportion of textual content and the portion covered by illustrations would be fairly reduced though the number of illustrations would be sufficiently large.

Books for this age-group may have a bit longer sentences but as far as possible only the simple sentences. Complex and compound sentences may retard the development of reading habit in this age-group. The use of many new words may be permissible in books for this age-group as exposure to many new spheres would acquaint the children with a new set of vocabulary. Nonetheless, too difficult or long words with compound syllables need be avoided as a child may feel difficulty in grasping and learning them. It should never be forgotten that if the child feels any difficulty in coping with new words, he will no more remain interested in learning more and more words and enriching his vocabulary. Narrations in these books may be comparatively longer but hardly too long for a child of this age.

As far as the size and shape of a book are concerned, there would be only a little difference from the books of tiny-tots. The size may be a bit smaller in length and width and somewhat simple in appearance and shape. The type-face used in these books may also be a little smaller but a face below the 16 point size is hardly desirable.

3.6.3 Suitable Subjects

As far as the subjects of interest for this age-group are concerned, several subjects like animals and pets, machines and others continue to attract the child of this age-group also. Nonetheless, the widening interest and curiosity of the child demand rather detailed treatment and a large plethora of subjects makes its appearance in the fancy of child. He becomes imaginative to some extent and therefore likes subjects like Adventure stories, Fantasies, Whimsy stories, Science Books and informative material on the mysteries of nature around him. He wants to know about weather, heat, light, water, sun, matter etc. He wants to know more and more about the people around him, home, school, playground and the things he comes in contact with in his daily routine.

3.6.4 Passing the Muster

The books for this age-group are also hardly adequate in numbers but the publishing industry has caught up some awareness about the requirements of this age-group of late and some titles suitable for the age-group have since appeared e.g. Dost Ke Ghar Ka Rasta, maen Bhi and others.

The books published for this age-group in Hindi may be said to at best pass the muster. They are still far away from the point where they may substantiate a claim for quality and they leave aside much of that which is desirable for setting up a minimum standard in the field.

3.7 EMERGING 'REBEL' IN THE CHILD

A child belonging to the age-group of 9-11 years is different from those in younger or older age-groups in as much as he begins to feel that he is no longer a baby now. He wants to get as far away from babyhood as possible. His mind and his body pulsate with activity. He is always alert in seeking knowledge, adventure or mischief. He looks for these elements in his day-to-day life and also enjoys to read about them in books. This is the age of frankness, curiosity, discernment. Intelligence grows rather rapidly during this age. The child wants to assert himself but the elders try to exert too much and impose too many kinds of restraint on him. The child of this age presents himself virtually as a rebel and more often refuses to abide by the advice of the elders. "Children defend themselves, I tell you. They manifest at first a degree of inertia that resists the liveliest attacks; finally they take the offensive and expel their false friends from a domain in which they wish to remain the rulers".[13] This observation of Paul Hazard applies to the age-group of 9-11 in all its magnitude.

3.7.1 Beginning of Self Selection of Books

The characteristics of this age-group make it somewhat a delicate job to choose right books for a child. The child wants to select himself a book for reading and would hardly accept the one offered by others. He may sometimes heed to a suggestion in this respect but would retaliate any flavour of instruction or direction. Even the suggestion will have to be there in a manner which has an implicit recognition of the child as an independent person. Paul Hazard aptly points out that "Children reject the books that do not treat them as equals and which call them 'dear little readers'; the books which do not attract their eye through pictures, or their spirit by liveliness; books which teach them only what they can learn at school, books which put them to sleep but not to dream. But inversely, when they have singled out a work that they like and have decided to take possession of it, nothing can make them change their minds."[14]

3.7.2 Major Reading Age

The books for this age-group would be different from those of other age-groups mainly because of the peculiar characteristics of the children belonging to this age-group which has been called as "Major Reading Age'. The textual content in the books would predominate and the illustrations would be comparatively in a small number. Their size would also be smaller and their occurrence may be limited to some interesting or humorous situations. The text may consist of somewhat long sentences but the sentences should be simple ones as far as possible though complex and compound sentences may also come along according to exigencies of narration. However, the complex and compound sentences should be well formed and happily worded. The words used may include some compound syllables but such words should not be there in abundance.

As the child of this age-group likes to read about new fields and subjects, new words, many of them technical in nature, are bound to come along. However, it must be kept in mind that a word used in a book should be such as the child could easily understand it and grasp its meaning. The length of story, description or narration may be fairly large and may run into a number of pages.

3.7.3 Physical Features of the Books for the Age-Group

The size of the book may be such as can be conveniently handled by a child of this age-group. The book may contain a comparatively thicker spine and more number of pages but should in no way be voluminous. The cover may be simpler in comparison to books for younger age-groups yet it should be attractive and appealing one. It should be such as to give a broad idea about the theme or contents of the book at a glance. Though the use of colours in the cover design and illustrations is preferable, they need be kept from being too deep or dazzling as far as this age-group is concerned. The child of this age-group appreciates a harmonious colour - combination. Type-face used for these books should ordinarily be no less than 12 point as far as possible.

3.7.4 Favourite Subjects

The subjects for this age-group would be very many. As a child of this age-group is always curious to know more and more about everything under the sun, the horizon of subjects for his books would be truly expansive. Though it may hardly be possible to enumerate all subjects suitable for this age-group, some of them most liked by the children may be indicated and they include Folk tales with much fervor, Geography, Nature, Science e.g. rocks, plants, insects, earthchanges, Humorous stories with comical situations, Stories with suspense, Fanciful stories, Adventures of great men and women etc.

3.7.5 New Spheres and Interests

As the group feeling intensifies amongst the children of this age-group, they attach greater importance to bonds of friendship, sometimes so much that the family bonds are relegated to a secondary position. A child very often emulates his friends. Hobbies and games and sports come to occupy a predominant position in his sphere of interests so the books on these subjects are cherished by the children. Hobbies may be numerous ranging right from collection of autographs to coin and postage-stamp collection.

There used to be little tradition of hobbies amongst children in the past, so much material on different hobbies was not available. However, some change has started to creep in this direction and the production of such books is now being taken up by some eminent publishers.

Games and sports cast a tremendous appeal to children these days. They want to read more and more about their favourite game and its famous players. They also want to learn the techniques of the game through books. Books about these fields were virtually non-existent in Hindi till recently. However, the trend is fast changing and some of the publishers have taken up vigorous programmes of publishing such books. But the books published so far seem to be only an attempt to encash the demand. They are far below the desired standard in their production attributes and hardly compare at all with English books on these subjects. Moreover, little attention seems to have been paid in respect of checking the accuracy of informations furnished therein and some of the books contain a number of discrepancies, distortion of facts and incorrect figures.

3.7.6 Series of Books

The children of this age-group become interested in series of books on a particular subject in their quest to know more and more. Taking advantage of their interest some publishers have published several books in different series and most of them have been well received by the children. Some of them deserving mention are Vigyan Bharti, Nehru Bal Pustakalaya, Padhen Aur Seekhen and others.

Books for this category are comparatively more in number but still largely insufficient when compared to requirements of the age-group. A large volume of these books lack in some or the other aspect of their suitability for the age-group, yet a good number of books are quite upto the mark. Many of them may be mentioned as worthy examples but it would rather be sufficient to name only a few like Aaj Ke Astr Shastr, Achchhe Bachche Kitane Sachche, Sinhon Ki Davat.

3.8 PRELUDE TO ADULTHOOD

The fourth and the ultimate age-group of children consists of those aged between 12-14 years. This period is precarious in many aspects as it represents a time of transition in the life of an individual when a child undergoes the natural process of casting down all attributes of childhood one-by-one and gradually steps into adolescence which is verily a prelude to adulthood. This is in fact old age of fast vanishing childhood and brings about radical physical and mental changes in a person. These changes expose the child to new sets of experiences and challenges which often pose a problem before the teenaged child. A child of this age very much wants to share his feelings with others who can guide him on the right path. But unfortunately the psyche of the society has been cast in such a mould that an elderly person considers him merely a child while others a grown-up. As he is not taken seriously by the elders in his own home, he steps out into a world of his own agemates, all equally lacking the practical knowledge of coping with unsavoury situations.

3.8.1 Most Formative Period

Living more of his time out-doors he finds himself as a wanderer who though keeps on treading all the day but knows not where to go. Though lacking in worldly experience, a child of this age-group is often instinctively good in his judgement. He is mostly keen and extremely able. He has the faculty of thinking and can reason quickly, anxious to take his share of responsibility, he wishes strongly that he should be treated with respect. Drifting away from cosy protection of home, he feels insecure and somewhat scared in face of fast approaching realities. The rebel in him born a couple of years ago, becomes formidable and he is always all out to cut through the restrictions imposed by the elders almost every now and then. Such a critical phase can well be capitalised into the most formative period of an individual provided he has an elder with understanding around him who can communicate with him on child's own level. In absence of such a guide, books can no doubt, be the best guides during this highly sensitive phase of development.

3.8.2 Age of Hero-worship

Changes in the characteristics of a child on the threshold of ensuing adulthood call for a change in the reading material itself and it should be corresponding to the new situations cropping up in succession every other day before the child. The material now need be more forceful and with an elaborate treatment. This is an age when hero-worship rules supreme in the mind and the child enshrines an ideal in the niche of his heart whom he tries to follow and even emulate. He sets everything above-board in his hero and can not see him defeated or frustrated at any turn as the child considers such a situation as his personal defeat. The child indeed tries to find out a personification of himself in the aura of his hero.

3.8.3 Bridging the Sex-abyss

The peculiar change and circumstances of this age lead a child to discover the eternally intriguing fact relating to presence of other sex in the society. Boys and girls suddenly realize one fine morning that they are so different from each other in their physical and mental make up, especially in intensity of emotions. Accordingly their requirements and activities also vary. The abyss between a boy and a girl used to be formidably wide in the centuries bygone. However, newer trends of the modern times like co-education at all levels in several schools, common curriculum, increasing interest and participation on the girl's part in such sports as hockey and cricket which were hitherto only boys games and their equal participation in all other activities have come a long way in bridging it. Boys and girls now share a common interest in respect of a multitude of fields. Older boys and girls want material worthy of their mettle. They want books written interestingly with an eye on details and insight into depth of problem or point.

Problems may be those which occur in the life of a child as well as adult. The boy or girl characterised in the book should be presented in such a manner as to generate sufficient motivation in the reader.

3.8.4 Extensive Treatment

An exhaustive or even comprehensive listing of subjects suitable for this age-group can hardly be feasible at any rate. However, an illustrative list may be attempted and that too would be incredibly long. It may be stated in brief that the subjects which interested the child in his preceding phase would continue to do so even now but the difference would be in treatment which would be fairly extensive now and of higher order. This is the age when an individual develops taste with an increased fervour for Romanticism, Fiction, especially Science Fiction, Classics, Biographies of great personages. Retold stories of adult interest become popular favourites. Highly spirited adventure is appreciated very much.

The books for this age-group tend to come closer to the books for adults in their appearance as well as contents. They now have a preponderance of textual material with a few illustrations here and there, preferably at situations divulging some paradox or satire. Nonetheless, illustrations do hardly remain as important and indispensable as they used to be in earlier years of a child. Colours now hardly matter much for the grown-up child and he feels equally satisfied with the monochrome reproductions. He wants to spend more time on reading now.

3.8.5 Kaleidoscopic Exposure

The book may now have a sizeable spine and a large page length. The size of type face may be similar to that used in general books and newspapers etc. Narrations may be longer one with central ideas therein properly highlighted. As far as the language is concerned, long sentences may now come along and complex and compound sentences may be in a fairly good proportion though simple sentences would be as yet favourable. The vocabulary for this stage would be quite expansive and may have words of various types related to myriad subjects, disciplines and spheres of life.

As this phase provides a kaleidoscopic exposure of the wide world to the child, he increasingly comes across new words and terms every now and then. A word with long and complex structure of syllables would not scare the child of this age-group unless it is bombastic as the child now becomes somewhat accustomed to using dictionaries, almanacs, encyclopaedias and other helpful material of the sort. However, this depends more or less on the family background and environment in the school a child is exposed to.

3.9 GRADED VOCABULARY

Going through the requirements of successive age-groups in respect of books, it has been noticed that the vocabulary keeps on expanding constantly. So it is naturally important that there should be well determined sets of vocabulary catering to the needs of every specific age-group. However, this important aspect escaped the attention of educationists and planners for a long time and no vocabulary or dictionary devoted solely to children's literature came up till as late as thirties of the twentieth century.

3.9.1 Pioneer Work

It was in fourth decade of the present century when first ever endeavour in respect of providing graded vocabulary in Hindi came about. The pioneering visionary of this field was Rev. J.C. Koening. He compiled a work under the heading 'Four Thousand Important Hindi Words' which was published by Mission Press, Jabalpur in that epoch. Though the compilation was made with an implicit purpose of making available the common Hindi Vocabulary for creation of missionary literature, it was claimed that the work was intended with a view to present vocabulary for use by the teachers of vernacular (Hindi) primary schools and the authors of children's books.

For this purpose Rev. Koening had picked up one and quarter lakh words from about hundred and fifty text-books, supplementary books and periodicals for the children which included more than forty books published by North India-Christian Tract Society and some other Missions. He took in account the frequency of recurrence of these words and selected four thousand such words which were in maximum use.

3.9.2 Facts About Vocabulary

Rev. Koening tells about some interesting facts relating to vocabulary in preface of the book. He states that children in the first standard of the school are required generally to learn 250-500 words and 500-1000 words every year in the next three standards. As such the four years of primary education (it was four years system then) impart the child with a knowledge of 2000-3000 words.

According to him a common illiterate man knows about 2000 words and a rural child does not know more than 500 words. He also mentions that a new word comes along after every 16-19 familiar words in the children's books of USA whereas in Hindi readers a new word appears after 2-11 familiar words. At the primary level in Hindi, sometimes every other word happens to be a new one.

As far as memorizing a new word is concerned, it is deemed necessary to use it more than 10 times and there were only 400 words in children's books in Hindi used at such a good frequency. This means that this is the number of words a Hindi speaking child is able to grasp conveniently whereas the number of such words in respect of his counterpart in USA is about 2000.[15] Dr. Vimlesh Anand of NCERT mentions in her book 'Prathmik Kakshaon Ka Shabda Bhandar: Ek Adhyayan' that the work of Koening was originally published in 1933 but no copy of this edition remained available. Therefore, its next edition which came out in 1937 is quoted.

Rev. Koening's work remained the only study of this kind for decades and no other attempt to determine vocabulary for children's book seems to have come along the way till recently when some institutions diverted their attention to this task.

Vimlesh Anand mentions that there have been twenty studies in Hindi Vocabulary for students so far. They are of two types. One pertains to students in schools and another to colloquial language used in Hindi area. Prominent among these were the studies by Dr. Udai Shankar and Dr. Kaushik (Kurukshetra University), Dr. K.G. Rastogi, (NCERT, New Delhi), Pasricha and Dass (Delhi), Rukmani (Rajasthan), Vinay Gupta (Jammu & Kashimir). However, these studies are hardly of much use in respect of children's literature as they more or less centre around text-books and have limited scope. Since majority of them takes into account only a limited number of children belonging to a popular region or a class, they may serve to some extent the needs of regional or dialectical literature only and have little relevance for children's literature in general.

The Ministry of Education, Government of India brought out two glossaries in 1958 named 'Basic Hindi Shabdavali' and containing 2000 and 500 words respectively. Of these one was intended for preparing text-books and another for acquainting non-Hindi persons with Hindi language. Ganesh Dutt Gaud brought out a vocabulary of 2000 words for those engaged in learning Hindi shorthand. Badri Nath Kapoor published a vocabulary of 1100 words under the name 'Basic Hindi'.

3.9.3 Text-Book Based Vocabularies

Two other notable studies in the field are by Dr. Kailash Chandra Bhatia and Dr. Jagannathan of Kendriya Hindi Sansthan. They are based on literature, newspapers and text books.

As the studies mentioned above draw their vocabulary mostly from text-books already published, they hardly represent a real picture of the frequency of words used in the language of children. Despite all these studies, koening's work still remains the most relevant one for preparing children's literature in Hindi. However, it would be expedient for the children's literature if Koening's work is advanced further and updated in view of the new words coming in the language of a modern Hindi child in the train of all round development and progress.

It may perhaps be a matter of joy for those interested in children's literature that some awareness in this respect has become perceptible during a couple of bygone years now. some publishers ventured into publishing dictionaries especially meant for the use of children. One of such dictionaries is the 'Sachitra Hindi Bal Shabda Kosh' published by Sarvodaya Sahitya Prakashan, Varanasi in 1989. But the publication is intended rather for use by the students and primary teachers and it seems to have little relevance with children's literature. 'Sachitra Prathmik Hindi Shabdkosh' by Amarnath Shukla is a recently published dictionary for primary learning of Hindi. It has won Hindi Academy award of Delhi Administration for the year 1988-89. But the work hardly seems to have an out-of-school orientation.

The other one is indeed a state-of-art publication breaking away from the run of the mill stuff. It is 'Sachitra Hindi Bal Shabdkosh' published by AWIC in 1989. Intended to acquaint the children of six to nine years with 1728 words, the work explains every word through its practical use in three sentences. The word be used in every sentence is printed in bold type-face for easy marking. The use of word itself is printed in a big enough type-face. It has meanings of the words printed in blue letters. The high watermark of this work is verily the more than one thousand multicolour, illustrations which impart it a captivating visual attraction and help the children in learning the word properly. The illustrations as well as the cover picture present excellent workmanship in art. The whole stuff is a specimen of quality. The publisher has done a good job by using the paper of quite superior a grade. Published with a consummate eye on the psyche and linguistic requirements of its audience age-group, the product is in commensuration with an out-of-school fervour. It would doubtless, be a tribute in the earnest to children's literature in Hindi if attempts are made to produce a similar product for other age-groups of children.

Specific Requirements

It may be well summed up here that the success of children's books depends largely on paying due attention to some factors like basic characteristics in general and the requirements of specific age-groups in particular. Negligence about this premier aspect in children's books would make them an unwanted lot and then in all the probabilities, they would be destined to a pitiable fate of languishing unsold in the show-cases of book sellers.

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4

Production and Distribution of Literature: Market Survey

4.1 INTRODUCTION

While discussing various reasons for slow growth of children's literature in Hindi, it was observed that many children do not read books mainly because they do not know what to read and how to read. On the other hand suitable qualitative reading material is hardly made available in sufficient quantity to those who read or want to read. There seems to be a big gap between the available reading material and the reading itself. It is, therefore, felt that bridges have to be built spanning the children's literature and the concerned agencies. It may start from the side of agencies as well. These agencies could be identified as the author, the translator, the editor, the illustrator and the publisher as producers of books and the bookseller, the librarian and Government distributing agencies as distributors of children's literature.

While discussing 'Educator's Role : Changing Dimensions' in the Second National Conference on Child Education, Shri Anand Bhushan, proprietor of Pitamber Publications, New Delhi stressed that all round development of the personality of child is the responsibility of all — teachers, writers, educationists, educational administrators, publishers, librarians and the media.

4.1.1 Role of Publisher

Publisher has a go-between position with the writer, illustrator and editor on one hand and the teacher, librarian and child on the other. Shri Bhushan felt that "this places a heavy responsibility on the publisher". He also asserted that "the future generations will never forgive the publishers if they shrink in their responsibility and do not put in sustained efforts in healthy growth of all round personality of the child."

4.1.2 Publisher-the Focal Point

As teachers and educationists hardly play any direct role in production and distribution of books, they find no place in the survey discussed in this chapter. Production of book is carried out solely by the publisher though he is assisted by the team of writer, illustrator, translator and editor. Associations of publishers and booksellers play a promotional role in production and distribution of books. However, their role forms a part of the activities of publishers who in most cases also function as booksellers. Therefore, the survey revolves around the publisher who is verily the focal point in production and distribution of books.

4.1.3 Publishers of Children's Books

Keeping in view the production and distribution of children's books, publishers of children's literature were surveyed through a questionnaire (see Annexure No. 5). However, only 159 of them were good enough to respond. This number can be approximately 50% of the total children's book publishers in India. The survey has its limitations. Firstly, there is no authentic source available in India which informs about the publishers dealing with children's books. Secondly, many publishing houses hardly respond to the questionnaire, whatsoever the reason may be. Children's Book Trust in the Preface of its 'Bibliography of Children's Books published in India' also expressed the same that "we do not claim that it covers all available children's books published in India. The fault is not entirely ours. Firstly, we looked in vain for directory of publishers of Children's books. Secondly, not all the publishing houses, we contacted, have responded." National Council of Applied Economic Research has stated that there are about 3,000 publishers of Hindi books but they all do not publish for Children. Merely 5 to 10 percent of these publishers can perhaps be included in children's books publishers. Akhil Bhartiya Hindi Prakashak Sangh has just 312 members on its roll. Therefore, enlisted suppliers to schools of Delhi Administration and educational institutions in other states as well as suppliers to Operation Blackboard scheme of Central Government were contacted. They all appear to be about 300 in number.

4.1.3.1 Categories of Publishers

These publishers can be divided in 4 different groups as follows:

1. Publishers publishing exclusively for children.
2. Publishers publishing for children as their side business.
3. Publishers who published for children but have since stopped publishing for them.
4. Publishers who have recently started publishing for children as their side business.

Difference of objectives and difference in approach with regard to working can lead one to group these publishers as follows:

1. Private publishers
2. Trusts as publishers
3. Public publishing Houses
    (a) Government
    (b) Autonomous
4. Contribution of Foreign Publishers.

Categories 1 and 3 in the former group while cover approximately 25%, category 2 covers 40% and category 4 covers 35% of the total publishers of children's literature.

As far as latter group is concerned, categories 2, 3 and 4 can hardly account for more than 10 publishers who constitute just 4% of the total publishers of children's literature. Rest of the publishers numbering 150 form part of category 1 which covers about 96% of the total.

57.9% of the publishers have stated that the major part of the publishing for children has been taken over by the Government. Even Government policies are such that no encouragement is given to private publishers. Though 39% publishers depend exclusively on bulk purchase by the Government and 39.6% depend on retail sale as well as Government purchase (They also more or less largely depend on Government purchase as retail sale in India is almost negligible, i.e., 20.8% only), they all feel that most of the Government purchases is made from public sector publishers.

4.1.4 Viability of Publishing for Children

Approximately two third of the publishers who responded maintain that publishing for children in India is hardly viable these days. Perhaps they find it difficult to publish socially useful but economically the least viable books of a general nature including children's books. According to them publishers in most of other countries are in a position to discharge this important responsibility through savings that accrue from the publication of text-books but as far as India is concerned, the policy of nationalisation of Text-Books has deprived them of a sound financial base. As a result publishers are not in a position to bring out reasonably priced, colourful and excellent books for children on a no-profit no-loss basis. No doubt, the policy has dealt a serious blow to the development and progress of the publishing industry; but the interest of the children has been harmed the most by this policy.

It is strange to note that 56.6% publishers opine that the publishing for children is viable while more than these publishers, i.e., 59.8% have an average print-run of merely 2000 copies of first edition of the title. This distressing state can be seen from Table-4.

TABLE 4

Print-run of Children's Books

Value Label		*Frequency*	*Percentage*	*Cumulative percentage*
Not given	0	3	1.9	1.9
1-1100	1	41	25.8	27.7
1101-2000	2	54	34.0	61.6
2001-3000	3	16	10.1	71.7
3001-5000	4	6	3.8	75.5
5001-10000	5	20	12.6	88.1
10000 & above	6	3	1.9	89.9
D K	8	5	3.1	93.1
N A	9	11	6.9	100.0

Only 12.6% publishers have a print-run of 10000 and it looks quite disheartening to note that just 3 publishers out of 159 have

print-runs above 10,000. They constitute 1.9% of the total publishers. In some other countries print-run of children's books goes in millions of copies.

4.1.5 Attitude of Parents

The lower level of literacy coupled with low purchasing power of people of the country are hardly the only reasons which press down the potential market for children's books to a very low level. It is found that children's books hardly enjoy the patronage of parents too. About half of the responding publishers, i.e., 76 have disclosed their experience regarding parents' attitude towards children's books specifying that during the last 10 years the attitude of the parents has hardly been positive. Parents would buy an ice-cream or soft-drink for 5 or 6 rupees rather than buy a book of the same amount which may be of perennial interest to the children. They consider that these books are very costly and it is mere wastage of money to buy them. If anyhow they purchase books for their children, their preference goes on purchasing imported books because those books are attractive in design, no matter how much unsuitable material may be therein for their children. Purchasing imported and English books instead of Hindi ones has become rather a status-symbol for them. A few publishers observed that comics are now easily available to the children and stories broadcast on Radio attract them so much that many of them prefer to buy comics. The print-run of Diamond comics Pvt. Ltd. goes to approximately 40,000 copies per title which is much higher than any children's book. Some of the characters appearing in these comics, viz. Chacha Chaudhary, Sabu, Chhotu-Lambu etc. have made a fanciful place in the mind of numerous children. Approximately 40% of these publishers felt the lack of reading habit as the main reason of this negative attitude which is very much true in Indian conditions.

4.1.6 Incompatibility with Reading Habit

Nevertheless, the contention of the publishers is correct only upto an extent. Those conversant with the field of children's books hold publishers responsible for the prevailing situation. They tell that most of the books published for children in India, particularly in Hindi language, are hardly of such nature as to induce the child towards them and become instrumental in inculcating the reading habit in the children.

Development of reading habit in children depends more or less on the availability of right type of reading material. Children now-a-days have become more selective. They would hardly relish a book which is incompatible with the framework of standards they set up in their minds. Explosion of knowledge and the revolution in media have made the modern children more informed and inquisitive in comparison to those of bygone generations.

4.2 PUBLISHING

4.2.1 Publishing Rituals

4.2.1.1 Commissioning of Manuscripts

The child of the day shows no interest towards a book which does not offer him something new. He distastes any repetition in contents but most of the publishers in India are either ignorant of this aspect or they fail in paying proper credence to it. This results in heavy overlapping of themes and titles. It appears that the publishers hardly try to know children's attitude in this respect. They go on publishing anything in their own haphazard way. The survey of publishers on this point for the present study bears ample testimony to this assertion. Of the 159 publishers who responded to the questionnaire sent to them, only 22% informed that they publish commissioned manuscripts. However, it is not clear as to what are their criteria for commissioning a manuscript. More often a publisher catches hold of any Tom Dick or Harry and commissions him for writing a children's book on the lines of his own fancy without ascertaining whether a book on the same theme or topic has already appeared in the market earlier or not. Usually they pickup a good seller from the market and direct the commissioned writer to copy it mutatis — mutandis. They hardly make any survey of the young readers and their likings before commissioning a book. So the commissioning in the field is just a formality which the publishers undergo only as a technical ritual. De-facto commissioning of children's books is still a distant dream in Hindi world. Table 5 indicates the sordid situation prevailing in this respect at the publisher's end.

TABLE 5

Commissioning of Manuscripts

Value Label	*Frequency*	*Percentage*
Only unsolicited manuscript	27	17.00
Only commissioned manuscript	35	22.0
Both	83	52.2
NA	14	8.8

Those publishers who state that they go for both, i.e., publish unsolicited manuscripts and also commissioned ones have not indicated the proportion of each in their publishing programmes. It is perhaps because they publish unsolicited manuscripts in far larger a quantity compared to a commissioned one once in a blue moon. This may be termed as a state of entropy and it hardly is congenial for inculcation of reading habit in children. And it seems that the haplessness of a Hindi—speaking child seeking an appropriate book for reading is likely to continue indefinitely.

4.2.2.1 Skilled Editor

A book, though commissioned, may remain quite below the desired mark unless the manuscript is subjected to a fastidious editing. The situation in this respect is still more grim in respect of Hindi books for children where about 60% publishers have no editor as may be seen from Table—6.

TABLE 6

Publishers having Editor

Value Label	*Frequency*	*Percentage*
Yes	65	40.9
No	82	51.6
NA	12	7.5

4.2.2.2 Improvised Editors

A good book needs a good editor and an enterprising publisher. Only 40.9% publishers tell that they have some editor for children's books. But most of the editors seem to have no concept of book-editing. Publishers usually hand over the manuscript to an unskilled part-timer or a free-lancer hardly conversant with anything about children's literature. Many publishers do this job themselves. They perhaps consider themselves as the editor par-excellence. Some of them employ their family members or even a friend for the purpose. It is needless to say that these persons are neither familiar with the art of editing nor they know the grammar and diction of Hindi language properly. If putting some punctuation marks here and there may be called editing, these editors are, of course, doing the job in their earnest.

In the opinion of Edmond Blake 'Reading without reflecting is like eating without digesting' and the reflections can be best noted only by a good editor.

It is really a paradox that the publishers hardly realize the importance of a book-editor in proper perspective and consider him only an item of contingent expenditure. They perhaps fail to understand that the role of a good editor goes a long way in uplifting the publication and making it savoury. A good editor is a real asset for ultimate promotion of sale and making a title wanted.

The publisher is, no doubt, largely responsible for this apathy in editing of children's books, yet even those publishers who want proper editing of manuscripts find themselves at a loss because an editor of children's books is a rare commodity in Hindi. It is rather unfortunate that an endeavour to prepare and train editors for the purpose has been conspicuous by its absolute absence.

4.2.3 Pathos of Illustrator

An illustrator becomes a greater sufferer compared to author and editor as he usually gets no credit for his work either from the publisher or even the author who hardly co-operates with him. Mostly the author explains him nothing about the situations or provide any guideline. As when he turns up with the sets of illustrations, they are rejected. He is asked to draw afresh. Sometimes, this exercise goes on for a considerable time and when his work is accepted, he finds that he has done many times of the work he would be paid for. Another agonising aspect for the illustrator is that his name is not mentioned either with the author or with the illustrations. Only a negligible percentage of books is such where the names of illustrators appear on the back of the title page or along the illustrations themselves.

Unless the publisher realizes the value of an author and the illustrator for properly bringing out a publication and fully understands their roles and the rigours they undergo in their work, there is little hope for setting up standards in Hindi Children's books.

4.2.3.1 Tepidity about Illustrations

As far as illustrations are concerned, Hindi children's books present a sordid picture. Mostly publishers hardly understand that illustrations or visuals have a communication potential far stronger than solid text comprising thousands of words. In fact illustrations are the prime attraction for children. They induce the children for reading the text but the publishers indifferent towards illustrations either pay no attention to this aspect or care to arrange for proper illustrations and do away with inadequate illustrations. The survey conducted for the present study brings out the following position in respect of illustrations as per the opinion of publishers shown in Table 7.

TABLE 7

Illustrations in Books

Value Label	*Frequency*	*Percentage*
Yes	48	30.2
No	96	60.4
Yes, improvement has started	4	2.5
N A	11	6.9

Is it not a revelation that a large number of the publishers surveyed vide questionnaire themselves admit that the children's books they publish are not properly illustrated. Other publishers who are almost half in number compared to these frank publishers though state that their children's books are illustrated, it seems that they hardly have proper understanding in this matter. They are perhaps complacent with the sketches and pictures they print in the books more as a formality rather than thinking over the problem in a desired manner.

About two-third of the publishers considers illustrations as an unnecessary item of expense and proffers the plea that illustrations result in inflating the production cost and making the book dearer. They tell that costly books are rarely picked up from the sale-counters as the purchasing power of Hindi speaking families is limited.

4.2.3.2 Illustrations and Print-run

Publishers hold the small print-run as a villain in the matter. They argue that publishing illustrations is economical only when printing is done on offset machines as it eliminates the heavy cost of process work or block-making. But the offset printers hardly accept a print-order for less than 5 or 10 thousand impressions. Books in Hindi generally have a print-order of one or two thousand copies. If the print-run happens to be sufficiently large, it would considerably decrease the per copy cost of illustrations. The books in that case would hardly be so costly as to repulse the purchase because of cost factor.

Publishers also allege that good illustrators are not easily available. They complain about dearth of the creed and feel disappointed that new illustrators are not coming forward faster.

4.2.4 Remunerations

One of the reasons for the absence of not only skilled editors but authors and illustrators also is the poor remuneration paid to them by the publishers. Only 12.6% of the publishers surveyed admit that they use to pay royalty to authors. Table-8 shows the position in this regard.

Those who pay royalty do not divulge the rates of royalty to their authors. They settle upon a minimum percentage which is sometimes as low as only 5%. Usually this too is not paid to them honestly. Publishers who bring out first edition of a book consisting of quite a few thousand copies pay the author royalty for no more than a thousand copies. That too is paid after a long time, usually when the edition is sold out or even much after. Some publishers pay royalty to authors for a particular edition in several instalments. As far as subsequent editions are concerned, only a few publishers would be there who pay royalty to authors for these editions. Mostly the publishers keep the authors at bay about subsequent editions and they do not even let the author know about these editions though they enter the payment of royalty in their account books.

TABLE 8

Remuneration : Mode of Payment

Value Label	*Frequency*	*Percentage*
To Authors		
Lumpsum	60	37.7
Royalty	20	12.6
Both	66	41.5
NA	13	8.2
To Illustrators		
Lumpsum	143	89.9
Lumpsum and Royalty (Both)	3	1.9
NA	13	8.2

Bulk of the authors are paid in lumpsum by the publishers for their manuscripts. The lumpsum remuneration is invariably so meagre that book-writing has become a down-trodden job in Hindi. Many publishers who run their publishing business only as a side line and have other business as a mainstay compare the manuscripts at par with various merchandises and have practically no honour for the author. They pay the author very little without any consideration for the quality of book which is only a commodity in their eyes.

4.2.4.1 Commending Remuneration

In this concern the case of Publications Division, Ministry of Information and Broadcasting, Government of India deserves commendation. It has recently paid sums of Rs. 50,000 to Rs. 65,000 to some authors of children's books as royalty. The amount of royalty thus paid is itself evident that these books have been sold out in optimum number of copies and also that the Hindi world has an incredible potential for the sale of children's books.

The condition of Illustrators is not different from the authors and editors. They are usually paid only in lumpsum and their rates are also equally unsatisfactory. The publishers employ the same tactics in dealing with the illustrators as they do with the authors and editors.

4.2.5 Problems in Publishing

A publisher faces a lot of problems in publishing. Publishers questioned in this respect put forth the problems shown in Table 9.

TABLE 9

Problems in Publishing Children's Books

Value Label	*Frequency*	*Percentage*
Lack of good manuscripts	33	20.75
Lack of good illustrators	35	22.01
Expensive blocks for illustrations	20	12.57
High rates of paper	50	31.44
Shortage of good quality paper	30	18.86
Shortage of money	21	13.20
Costly printing and binding	9	5.66
Costly books effect purchasing power	30	18.86
No books on rural conditions	14	8.80
Ceiling of prices by Government not desirable	3	1.88
Low print-run due to low sales	7	4.40
None	5	3.14

Many of these problems have already been discussed in previous chapters and this chapter itself from one point of view or the other. However, some problems deserve an emphasis. The blockage of publisher's money in slow selling of editions has already been considered earlier. It is noteworthy in this concern that the banks in India extend no credit, loans or advances for publishing programmes. Whatever loans a publisher can get from a bank is only against mortgaging his paper stocks or godowns. There is no scheme for loans for the programme itself. Publishers feel that if the banks come forward in this direction, the books publishing may have a tremendous boost.

4.2.5.1 Co-Publishing and Joint Ventures

Apart from facilities in the shape of bank loans for publishing, the Government may also be helpful through its concerned agencies which may collaborate with the programmes of private publishers by co-publishing on the lines of joint ventures in industries. When the Government agencies and publishers would work as partners they would understand the problems of each other in a more realistic way and work out solutions in the spirit of amity rather than confrontation. More than half of the publishers, who were asked if such co-publishing would be fruitful answered in affirmative. This can be seen in Table 10.

TABLE 10

Desirability of Joint Ventures

Value Label	*Frequency*	*Percentage*
Yes	84	52.8
No	63	39.6
NA	12	7.6

An important aspect of cost factor in publishing is allusive to reduction of cost by taking up simultaneous publishing in different languages. Opinions of publishers in this respect are furnished here in Table 11.

TABLE 11

Simultaneous Publishing in Different Languages

Value Label	*Frequency*	*Percentage*
Yes	73	45.9
No	64	40.3
Yes, in case of illustrated books	5	3.1
D K	5	3.1
NA	12	7.6

Publishers who hold that simultaneous publishing in different languages reduce the cost are somewhat less than half in number of the publishers surveyed. Those who hold that it would hardly reduce the cost are in some-what lesser number. They tell that there would be different print-runs for different languages. So the expenses on printing would hardly come down anyway. A few of the publishers are logical in their answers while stating that the cost would be reduced in case of illustrated books. Those holding that the cost would hardly be reduced are perhaps paying the translators at the rates similar to those they are paying to the authors. But they have furnished no indications of their situation in this regard. Those with an affirmative answer, perhaps, pay more to the author than the translator.

4.2.5.2. Cost Efficiency

So it is obvious that whatever cost reduction is possible by simultaneous publishing in different languages, it would be on account of difference between rates paid to an author and a translator and, of course, the illustrator. The quantity of illustrations would have a direct impact on production cost, especially if the printing is done on offset machines. Even in case of letter press, the same blocks can be used for different languages and the expenditure on process work would not be repeated. Taking into consideration various aspects of the matter, it seems advisable that simultaneous publishing in different languages needs to be encouraged more and more not only because of its cost efficiency but also in wider interest of the young children.

It is wellknown that India is a multilingual country. Many of its regional languages like Bangla, Marathi, Gujarati, Tamil, Telugu, Kannada, Malayalam etc. have rich treasures of folk-tales. Many of these languages have skilled authors writing for children like Dhirendralal Dhar, Durga Bhagwat, Gijubhai, K. Gopalkrishnan etc. Their creations are such that they should not be kept confined to the children of a particular language only. Children belonging to other languages also have a right to read them. This would bring about the enrichment of children's literature in all major languages of India on one hand and would expose the child to a wider field on the other. Such programmes of simultaneous publishing would also go a long way in national integration and strengthening unity in diversity. It is worth mentioning that at present only National

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Book Trust (NBT), a Government publishing agency, is the only publisher in India who is publishing children's books simultaneously in fourteen languages.

4.3 DISTRIBUTION

4.3.1 Publicity Provisions and Channels

The question of production cost leads one to considering the overall view of the economics of book-trade at the publisher's end. The production is always oriented in view of the consumption. So one will have to look at the sale side of books. As is generally known, publicity plays a pre-dominant part in promoting the sales these days. And the books are no exception. Information furnished by the publishers in respect of publicity expenses is shown in Table 12.

TABLE 12

Percentage of Expenses on Publicity in Relation to Production Cost

Value Label	*Frequency*	*Percentage*
1% - 5%	68	42.8
6% - 10%	29	18.2
11% - 25%	12	7.5
25% and above	6	3.8
% not fixed	10	6.3
NA	34	21.4

It is evident that only a few publishers invest in publicity of their books. Most of the publishers spend very little amount on publicity. A good number of publishers even think that publicity of any sort is practically of no avail for their business. Some publishers though believe in publicity but they hardly have a fixed ratio on this account in their budgets and they use to go for publicity at their own whims without proper planning and estimation of its impact. Those who engage in publicity of their publications avail various publicity channels which are shown vide Table 13.

TABLE 13
Publicity Channels

Value Label	*Frequency*	*Percentage*
Catalogues/Folders	90	56.60
Exhibitions/Fairs	24	15.09
Advertisements in Trade/School magazines	77	48.42
Advertisements on Radio/T.V./Newspapers	48	30.18
Distribution of Banners/Calenders etc.	11	6.91
Complimentary copies/personal contacts	25	15.72
Book-Releasing Functions	3	1.88
Book — Reviews	12	7.54
DK/NA	40	25.15

4.3.2 Commission on Sales

Notwithstanding the dependence on Government bulk purchases, the publishers distribute their books through other outlets as well. Booksellers constitute the main prank in their distribution channels. However, the relationship between publisher and the bookseller is a complex one involving terms and conditions agreed upon fastidiously. The bookseller sells a book in order to earn his commission. This is variously fixed by the publisher, mostly depending upon the number of copies the bookseller orders. Table 14 shows the position in this respect.

TABLE 14
Rates of Commission on Sales

Value Label	*Frequency*	*Percentage*
11% — 20%	5	3.1
21% — 30%	22	13.8
31% — 40%	112	70.4
41% — 50%	12	7.5
Not fixed	3	1.9
NA	5	3.1

Booksellers in general are hardly dissatisfied with the rates of commission they get. Yet they feel that publishers provide them no incentives and facilities which may be instrumental in promoting the retail sales. Booksellers hardly take much interest in selling children's books as they are usually low priced compared to other books and so the amount of commission accruing to them is far from being enticing.

4.3.3. Distribution Channels

Apart from the two main distribution channels mentioned above, there are a number of other channels which the publishers take resort to for distributing their books. They are shown in Table 15.

TABLE 15

Distribution Outlets

Value Label	*Frequency*	*Percentage*
School Libraries	51	32.07
Public Libraries	26	16.35
Home Library Scheme	1	0.62
Shops and Branches	11	6.91
Exhibitions/Fairs	22	13.83
Exhibitions in Govt. Institutions	5	3.14
Exhibitions in Pvt. institutions	5	3.14
Exhibitions in Schools	2	1.25
Exhibitions in Colleges	1	0.62
Gifts to individuals/Birthday presents	16	10.06
Hawkers/News Agents	7	4.40
Export	1	0.62

Some publishers have suggested about opening hitherto untapped channels of distribution in other to reach to the masses. These suggested channels are shown in Table 16.

TABLE 16

Untapped Channels

Value Label	*Frequency*	*Percentage*
Mobile shops	11	6.91
Book clubs	4	2.51
Adult Education Centres	35	22.01
Through Post-Offices	11	6.91
Through Co-operative stores	18	11.32
Kiosks on Bus-stops	8	5.10
Kiosks on Petrol-pumps	7	4.40
Kiosks in Community Centres	7	4.40
Kiosks in big Govt. Offices	7	4.40
On shops of toys	17	10.69
Railway stalls	12	7.54
Distribution by Welfare Societies	13	8.17

4.3.4 Ceiling on Pricing

A couple of publishers mention the ceiling on price of books imposed by the Governmental agencies as one of their problems. They tell that these agencies prescribe standards in regard to various facets of production like quality of paper, printing, illustrations and so on which result in considerable rise in per copy cost of a title. However, the ceilings imposed on prices in respect of such publications render the publication of these books quite uneconomical for the publisher and he becomes indifferent to take up the cumbersome exercise of publishing without gain.

When contacted to comment on this aspect, the spokes-person of the concerned agencies told that the ceilings are fixed after taking into account every detail regarding publishing and the problems of the publishers. They tell that the publishers normally price a publication upto 3-4 times of their production costs. Such exorbitant pricing tells upon the salability of books. If the prices of books are reasonable, they would certainly be picked up by the purchasers in larger numbers and would therefore register conspicuous increase in print-run which would reduce the per copy cost of production. So the ceilings are in long-time interest of the publishers themselves provided they are not in a hurry to make huge profits at random.

4.3.5 Popular Subjects

As far as the salability of children's books is concerned, the books on the following subjects are listed below in order of their popularity in young readers of Hindi books as shown in Table 17.

TABLE 17

Subjectwise Preference in Sales

Value Label	*Percentage*
Folk-stories	67.3
Science-books	61.0
Contemporary-stories	60.4
Biographies	57.8
Historical-stories	51.6
Mythological-stories	49.7
Drama	41.5
Poetry and books on national integration etc.	40.9
Science-Fiction	35.8
Travelogue	31.4
Reference-books	25.8
Sports-books	23.9

Folk-tales top the list because they often have an element of fantasy which appeals to not only children but the grown ups also. It plays a role in the development of imagination in an individual.

4.3.5.1 Science Books

Books on science though rank after folk-tales, they are more important in view of the fact that they have so far been published in a very small number This indicates that children have an immense liking for reading in science. Yet the subject is almost a neglected one in the publishing programmes of most of the publishers. This situation calls for better attention in this direction.

A major obstacle in this concern seems to be the shortage of science writers in Hindi, particularly those writing for the children. Such writers hardly come up for want of any encouragement from the publishers. Incidentally, it may be mentioned here that a few publishers have produced very good science books for children in Hindi like Baste mein Vigyan, Ozone Ki Chhatari etc. But these are no more than a drop in the ocean.

It may be advisable in this concern to look at the science publications in Hindi for the children from USSR. They are translations of books by renowned science writers. They are so reasonably priced that a child from a family with limited purchasing power also feels no strain in purchasing them. Though various aspects of production are quite upto the mark in these books, the language of these translations is hardly lucid and as readable as in the original. Had some skilled translators been engaged for the job, these books might have been the most ideal science reading for the children in Hindi.

4.3.5.2 Science Fiction

As far as science fiction is concerned it is worth mentioning that the genre is conspicuous by its scarcity in children's books in Hindi. Only a handful of publishers ventured in the field but could hardly make any headway because their publications have been grossly sub-standard. The field holds enough promise provided good science fiction for the children in Hindi comes forth which hardly seem to materialise in near future.

Appearing at the tail-end of the list, travelogues and sports books present a paradox. In as much as these are the favourite subjects of young folks yet books on these subjects are far behind in their appeal mainly because of the dearth of good Hindi books for the children in these subjects.

4.3.5.3 Reference-Books

Reference books constitute the most informative source of knowledge providing sets of information at one place. They are perhaps the most vital source of educational help to the curricula and equip the child with material which goes a long way in advancing him on way to attainment of precision in knowledge. They are indispensable indeed. Yet they have failed to attract the attention of publishers mainly because of the involvement of high cost of production at one end and low salability at the other.

The nature of contents in these books is such that a book purchased once is consulted again and again for a very long time, even the decades. So they are not required to be purchased again and again and record a very low state of salability. Publishers of these books complain about negligible amount of individual purchases and have to depend on institutional purchases, Government or otherwise which restrict their business operations by various terms and conditions. Publishers also feel the total lack of authors and illustrators for such books in Hindi and have to depend on translations mostly from English. Most of the reference books published so far in Hindi hardly cover the Indian conditions and references as they are translations or adaptations from the foreign authors. Pustak Mahal's Encyclopedia of Science is an example of this fact.

4.3.5.4 Subsidy Schemes

Publishers opine that the programmes of publishing children's reference-books in Hindi can be accelerated only if the Government comes forward with reasonable subsidies for these in particular and all children's books in general. These subsidies may be in various forms like making good bond paper available at concessional rates, cash subsidies upto a fixed percentage of the cost of production and incentives in terms of prizes, awards and honours to authors and illustrators etc.

4.3.6 Problems in Distribution

Nonetheless, publishers also point out to various problems in their distribution network of children's books. They are particularly relevant in context of Hindi books. They have been summed up in Table 18.

Some of these problems have already been discussed earlier. Of these, the most important is connected with the non-circulation of money. As an edition takes a long time in selling out, the publisher finds his funds blocked and feels helpless in taking up further publication programme.

TABLE 18

Problems in Distributing Children's Books

Value Label	*Frequency*	*Percentage*
No exclusive book-seller of children's books	5	3.14
Book-sellers not interested due to less profit	16	10.08
No individual buyer of children's books	38	23.89
Little amount of commission to book-sellers	12	7.54
Personal efforts to sell not effective	10	6.28
Transport expensive and unsafe	2	1.25
Payment not in time/No money circulation	21	13.20
TV/Comics effect sale	23	14.46
Imported books attract readers more	10	6.28·
Advertisements do not reach masses	1	0.62
Difficult to carry books	2	1.25
No outside sale due to high postal rates	9	5.66

Publishers experience considerable hardships in carrying and transport of the books. Their canvassers often go with only jackets or at times only with catalogues which usually fail to attract the prospective buyer. The weight of the books comes in way. Likewise while complying with an outstation order they face genuine difficulty in safe transportation of books as the packings are often subjected to pilferage in transit. Mail order poses a problem because of prohibitively high postal rates. A very high percentage of publishers, i.e., 88.1 is of the opinion that bringing down postal rates or further concessions in them for books would go a long way in promoting distribution and sales of books. It is worthwhile to note in this context that there has been a manifold increase in the rates of Book-Post in recent years. They tell that TV and comics pre-occupy the children and their parents so much that they hardly heed to a canvasser. They also opine that the book-culture is present only in upper echelon of the society or advance families but they also have a taste for only imported books and rate books published in India as outrightly a sub-standard stuff. This phenomenon is particularly evidence in Hindi world.

4.4 ASSOCIATIONS AND FEDERATIONS

One more question about publishing of children's books relates to Associations and Federations of Publishers and their roles. Though there are a number of such bodies, publishers generally feel that these are more a formality than a result-oriented entity. These Federations are, of course, active in arranging get-together of the publishers or organising symposia and seminars and time-to-time exhibitions. National Book Trust, India holds a children's book fair almost every year in National Capital and some major cities of India. However, such activities seem to have hardly exercised the desired effect. They have only marginally boosted the sales but as far as the question of producing quality books for children is concerned they have hardly been able to break any ice. These federations are mainly doing one work meticulously and it is the dissemination of informations to their members. If they have to rise to the needs of the field and the time, they would have to orient themselves to some creative work at least now. At present almost all the publishers surveyed feel that these federations are hardly doing anything to promote children's books.

4.5 BRIGHT HOPES

Going through various tabulations and ordeals the private publishers of children's literature are facing in India, one is led to think over whether there is any future for their activity, especially publishing children's books in Hindi. About two-third of the publishers surveyed are still hopeful that the field holds a bright future. However, some publishers opine that this activity can be undertaken only as a side business. They hold that they can not sustain by publishing only children's books as these books hardly offer a veritable margin of profit because of low prices and meagre sales.

5

Role of Libraries in Promoting Children's Literature

5.1 SPECIAL NATURE OF CHILDREN'S LIBRARY

While considering different ways and means instrumental in promotion of the children's literature, one finds that Libraries could play an effective role in this direction.

Dealing with Specialized Libraries for the children one comes across the memorable word of Miss Power who defines the immediate purpose of the Chidren's Library so as "to provide children with good books supplemented by an inviting library environment and intelligent and sympathetic service and by these means to inspire and cultivate in children love of reading, discriminating taste in literature, and judgement and skill in the use of books as tools."[1]

It is obvious that a children's Library is quite different from a general library or other specialized libraries in as much as it pre-supposes various aspects connected with the mental make-up of children and child psychology. The general philosophy in all Children's Libraries is that "The recognition of the child as an individual human being with the right to read and use all types of materials according to his interests and needs. The growth of all children's libraries has been influenced by the development of a vast body of children's literature, changing attitudes towards children, changing emphasis in education and in recent years, the development of social consciousness."[2]

"There are two schools of thought regarding work with children—those who believe that children should be served through school libraries and those who prefer children to go to normal community service points catering for both adults and children. The former claim that library use is easier — as they go to school they go to the library—and that the teacher can encourage and guide their reading. The latter fear that the teacher may tend to be too educative, too restrictive, too dictatorial; and they fear that if a child comes to regard book use as part of his schooling he is more likely to relinquish it when he leaves school than if, as a child he makes use of the same premises he will use in later life. There are good arguments on both sides."[3]

5.2 SCHOOL LIBRARIES

As far as the provision of library services for the children pertaining to Children's literature is concerned, one may have to consider first of all the School Libraries as the school is the most familiar and approachable spot for a reading child. The parameters laid down by Lucile F. Fargo are equally applicable to School Libraries also as they are for libraries in general about which Fargo states, "The Library of today is pre-eminently a service institution. Although there still exist important collections of books brought together for museum purposes, or through the wealth persistence and scholarship of institutional and individual collectors, the emphasis in modern times very generally shifted from collection and safekeeping to organization for service. The librarian is no longer scholarly curator or indigent custodian, but rather the agent general of scholarship, recreation, and culture as revealed in the printed page."[4]

5.2.1 Shortage of School Libraries

Specialized Children's Libraries in India had their beginning as school Libraries which had mostly the text-books and a few books of extra-curricular reading. Gradually the concept developed into separate libraries for children or separate wings for children in general libraries. However, their growth was sluggish. An assessment of their development was first made by the Radhakrishnan Commission on Education which considered at length the role of a Library as a whole in the education of an individual and laid emphasis on establishment of more and more libraries. Nevertheless, the further course in the matter happened to be such that libraries in other fields evinced a convincingly faster rate of growth and development but the school libraries continued to languish in their old pitiable condition, especially at primary level where they did not even exist in more than two-third of the total number of schools till late seventies. The position about the existence of 'Library' in different grades of schools may well be seen from the statistics of 1993-94 of NCERT being furnished hereunder in Table 19.

TABLE 19

Existence of School Libraries

	Total	*Libraries*	*Percentage*
Primary Schools	5,28,730	1,38,413	26.20
Upper Primary Schools	13,9,016	93,094	67
Secondary Schools	52,560	47,370	90
Higher Secondary/ Sr. Secondary Schools	15,465	14,550	94

Source : All India Educational Survey Vol.-II Table 101. pp. 736-43.

It is worth mentioning here that according to well reputed psychologists, primary level is the most formative period during childhood of an individual. And the whole gamut of the library services being rendered to children of this level at present may hardly be deemed more than a drop in the ocean. In fact this is the age when strong impressions are formed on the mind of child which set his course for the future life. It is really ironical that this level has been the most neglected one in the field of education. In the text-book-oriented education system of the day, most of the students even know nothing about reference books like encyclopedias, dictionaries, almanacs etc., let alone consulting them during their studies. India has yet to properly develop its libraries and library services for the children.

5.2.2 Plan to Augment School Libraries

Government of India realized its responsibility in this direction too. National Policy on Education, 1986 stated that "A nationwide movement for improvement of existing libraries will be made in all educational institutions for library facilities and the status of librarians improved."[6] Accordingly under the 'Operation Blackboard Scheme', implemented in phases at primary level, due importance was given to school libraries. As has already been said that there were about 5.5 lakh Primary Schools in the country which were proposed to be covered under the scheme. It was expected to involve an expenditure of about Rs. 96 crores on this item alone. Care was taken to select books which are attractive, well-written, pictorial and of a kind to excite curiosity and retain interest of the children of age group of 6 — 11 years. Wide range of subjects apart from Folk-tales, Mythology, Cultural Heritage, Land and People, Festivals of India, Freedom Struggle, National Symbols and Heroes, Biographies of National leaders, Freedom Fighters and others, Plant and Animal life, Popular Games and Sports, Rhymes and Pictures, Travelogues and Stories and fiction including Science Fiction had been covered under it.

In addition, provision was made to select books as a continuous process so that new publications might be added regularly. Moreover, making suitable books available in regional languages was also envisaged and State Governments were asked to make arrangements to get selected books translated from one language into another. Certain standards regarding quality of production, price, print-size and paper etc. was laid down in this regard which might perhaps helped in producing quality literature and making the library well equipped by adherence to those.[7] (See Annexure No. 6) Operation Blackboard, though has since been suspended, was like a ray of hope for the future development of School Libraries at Primary level.

5.2.3 Aims of School Libraries

Having already seen earlier the unsatisfactory situation obtaining about the expansion of school Libraries, one finds the picture yet more grim when he goes into the actual functioning of these libraries. A realistic appraisal of the working of School Libraries in India is possible only when one knows as to what are the objectives and functions of a School Library. Vishwanathan cites the report of Secondary Education Commission which formulates the aims with reference to "(i) the training of character to enable students to participate creatively as citizens in the emerging democratic social order; (ii) the improvement of their practical and vocational efficiency so that they may play their part in building up the economic prosperity of their country; (iii) the development of their literary, artistic and cultural interest, which is necessary for self expression and for the full development of human personality, without which a living national culture cannot come into being."[8] These aims are rather of the nature of guidelines for a policy whereas the objectives enumerated by Fargo take into account day-to-day working and functions of a school library. They are :

1. To acquire suitable library materials and organize them for the use of pupils and teachers.
2. To make the library an agency for
   (a) Curriculum enrichment
   (b) Pupil exploration
   (c) The dissemination of good literature.
3. To teach the skillful use of books and libraries in the interest of research and of self-education.
4. To create an atmosphere favourable to the growth of the reading habit.
5. To stimulate literary appreciation.
6. To demonstrate the disirability of books and libraries as the companions of leisure.
7. To provide fruitful social experience."[9]

5.2.4 Responsibilities of School Librarians

According to Vishwanathan the duties and responsibilities of the school librarian may be grouped into three categories — "(1) Educational; under the group comes the school librarian's responsibility to educate pupils in the art of using books and library service to full advantage. He will have to organize library periods for all classes and render full assistance in reading and research. He has to cultivate a co-operative spirit and establish healthy contacts with teachers and pupils.

(2) Technical : The school librarian will have to select and order books and periodicals; prepare them for circulation; classify and catalogue them; maintain the catalogues; compile lists of books on various subjects for guiding children's reading; and do all that is necessary to bring pupils and books together.

(3) Administrative: Under this head comes the organization and daily routine of the library. The librarian has to prepare the budget and the annual report, compile statistics of out-turn of work, maintain accounts, verify the stock periodically, consolidate the working of the library and run the library as smoothly and efficiently as possible. He will do well seek the co-operation of the local public library and act as the liaison between the teacher and pupil so far as reading interests of children are concerned."[10]

5.2.5 Functions of School Librarians

The functions of the school librarian may be well outlined in accordance with above mentioned duties and responsibilities. They are :

> "1. To advise the Headmaster or Headmistress on library matters and win the interest and co-operation of the staff. 2. To see that books are selected so as to build up a collection, meeting the actual and potential needs of the school. 3. To advise on accommodation, furniture and equipment. 4. To organize books and other printed and pictorial material for which he may be responsible so that they can be used to the best advantage. 5. To attract the pupils to the library and help them to use it fully; and to encourage them to share in its management. 6. To introduce children to the public library services and other sources of information."[11]

5.2.6 Condition of School Libraries in India

However, the state of affairs prevailing in School Libraries in India is hardly conducive to the objectives mentioned above and their functioning is such that they are of very little use for the children with a view to inculcate reading habit in them. They generally suffer from many inadequacies in respect of their utility as a dissemination point of Children's literature. Authorities in most schools consider a School Library as a mere formality and hardly bother to provide adequate funds for the purpose. So a

School Library remains handicapped in time-to-time acquisition of new books and updating its collection. This seriously impairs the quality of reading material in the library, especially in some fields of knowledge like Science and Economics where the rapid strides of progress render a book obsolete within a short time. Such a collection, which is often a small one, hardly holds much attraction for a child. The School Library is supposed to have a sizeable collection of books forming the Children's literature beside the text and supplementary reading books which a school library usually keeps in good number in its collection. The subjects of the books of Children's literature would more or less be the same as mentioned earlier in connection with Operation Blackboard.

5.2.6.1 Paucity of Funds

School libraries often pay less attention to books of Children's literature mostly on the plea that they have insufficient funds. Paucity of funds affects their services too. Seriously understaffed, they remain a sordid picture of indifference and negligence. A school library in India is run mostly by a single personnel. The one-man staff of the library more often fails in coping with the pressure of varied duties required for running and maintenance of an efficient library. A good number of School Libraries have no staff at all and the responsibility for running such a library is usually assigned to a teacher in addition to his teaching duties. Such teachers may seldom be expected to maintain the library with a sense of devotion. Wherever such a teacher is made responsible for doing all the library works himself, the library is perhaps never run properly as the personnel concerned usually happens to have no professional qualification, training or experience of this field. In such circumstances the so called Librarian of a School Library may hardly be expected to have knowledge of even the rudiments of child psychology which is a attribute of prime importance for a School Library. The Librarian remains virtually a store-keeper merely keeping the collection of books in his custody in absence of a helping hand that too without any sort of maintenance involving various jobs like cleaning to properly stacking and upkeep of books.

5.2.6.2 Inspiring Examples

Sufficient funds as well as trained staff are, no doubt, very important for organizing a library in order to cater to the reading needs of children. But rather more important is the will and devotion in an individual for serving the children. One comes across a number of examples in the West where individuals with an earnest desire to provide good library services to children became triumphant in their mission overcoming all obstacles in their way including non-availability of funds and lack of any formal training in the field. Those who are considered outstanding for their pioneer work in connection with establishing children's libraries and imparting valuable service in this respect are the names like Caroline M. Hewins, Many Wright Plummer, Anne Carroll Moore and Lillian Smith etc. They made their headway in face of all types of odds and obstructions and their work is a glorious inspiration for the persons in India engaged in taking book to the child. More so because the conditions prevailing in India are hardly much different from those in which these pioneers had to work their way.

5.2.6.3 Indifferent Staff

Notwithstanding the duties and functions of a school librarian in India, one generally comes across a person performing the job who remains cold enough in responding to the requirements of his readers. In most cases, he perhaps hardly understands that the task of a librarian does not end merely with issue and return of books which used to be regarded as the sole duty of a librarian before the modern concept of 'Library' began to take shape. Adhering to beaten track he remains occupied with issue and return in a mechanical way and perhaps never think in terms of guiding a student in selection of reading material suitable for him. Generally speaking, neither he suggests anything to a reading student nor he bothers to ascertain the taste of his readers and procure the books accordingly. He usually keeps no necessary information about additions and new arrivals in the library either due to his own apathy or other limitations. Therefore, he may hardly be supposed to remain in a position to acquaint the readers with it. Atleast the new arrivals may easily be made known by displaying their jeckets but this too is perhaps never done.

5.2.6.4 Closed Almirah Approach

Mostly the school libraries in India keep the books in closed almirahs and usually allow no student to open an almirah and take out books from it. So a reading student gets no opportunity to choose a book of his liking. Such a course is being adopted probably due to an apprehension that the reader may disturb the arrangement of books in the almirahs and the one man staff of the library may be subjected to additional work-load in rearranging them. However, such procedures often prove a hurdle in way of fostering the reading-habit in school children.

5.2.6.5 Absence of Allied Activities

Modern concept of the library has brought in a number of allied activities within the scope of a library. Some of these may very well find a place in school libraries which could organize discussions, symposia and seminars, story hours and exhibitions etc. These activities go a long way in attracting the student readers towards the library. But it is sad to note that an allied activity seldom takes place in school libraries in India.

5.2.6.6 Training in Use of Library

The services of a library may be availed in the best way if the readers have proper know — how about using them. Readers need be made well-versed in library system as well as aware about collection of books in the library because the co-operation of the reader plays an important role in smooth functioning of a library and thus in fulfilment of its objectives. And as far as the question of graduating a person as library user is concerned, a school library comes up as the most potential instrument for the purpose. As childhood is the best period for learning, a school library is the best place for acquainting him with the knowledge of using library services properly. Vishwanathan suggests the provision of one 'Library period' every week for each class in order to train the pupils in using library as well as rendering library services.[12] This is now being adopted in several school libraries in the country but the aspect of training the children in using the library is as yet far from getting desired attention as the single man manning the library usually remains pre-occupied with issue and return transactions throughout the period. The practice may be fruitful if some helping hand is provided to the school librarian. Incidentally, it may be mentioned here in this concern that some schools have of-late introduced the 'training in the use of library' as a part of their curriculum. Some of these schools which have no librarians with professional qualification engage professionals from outside for this purpose. This is a welcome step in the interest of developing reading habit and it deserves to be extended to as many schools as possible.

5.2.6.7 Guide Books

The children may also learn about using a library properly through guide books on this aspect. Some publishers in the west have broughtout good books in English which educate the library staff and the children about using the libraries properly. Children may learn a lot from such books. Notable amongst them are the books like 'The Children's Book on How to use Books and Libraries' by Carolyn Mott and Leo B. Baisden and 'Helping Children Discover Books' by Doris Gates, etc. However, books guiding the children in using libraries are yet to appear in Hindi.

5.2.6.8 Feed-back

Some school libraries in the country like the one in Sainik School, Rewa, Madhya Pradesh are now keeping the reading records also. The borrowing student is supplied with a form (See Annexure — 7) in which he records his reactions about the book. This practice is helpful on one hand in keeping reading record of the student and on the other in feedback to the authors and publishers of children's literature.

5.2.6.9 Environment of School Library

The environment and atmosphere in a school library also play a significant role in attracting the reading students. However, this rewarding aspect has remained almost neglected in school library system in India. "The gay and inviting interior and the wonderful display of books in the interior is unimaginable in our schools and the demeanour of the librarian and his inviting smiles and friendly attitude is a thing very seldom seen."[13]

5.2.6.10 Accommodation and Furniture

The location of the library is as great a concern as its size and shape. Maximum requirements should be kept in view with emphasis on the following:

1. Calm peaceful and hygienic atmosphere, 2. Ample natural ventilation — light and breeze, 3. Ample floor space to enable

children to move about comfortably in groups or individually, 4. Entrance should be possible even when school is closed, 5. Provision for expansion.[14] The provision of furniture and equipment of the school library is a matter which requires careful consideration because the schools, especially the public schools, these days are fast turning into such schools which have classes right from Nursery to Senior Secondary level overrunning the traditional practice of separate schools for Primary and Secondary levels. Naturally the new form of schools has students in wide ranging age-groups starting from approximately 3 years old to adolescents. So the library furniture poses a problem in respect of the size of the items.

Though the school libraries often have a separate wing, corner or extension for the Pre-primary kids, yet the requirement of a student in 1st or 2nd standard would be quite different from that of students in upper secondary classes in regard to size and height of the items of furniture. Many a school library tries to overcome this problem by going for items of furniture in middle size whereas a few others opt for items with adjustable height as per their individual requirements and feasibility. The furniture in school library need to comfortable and attractive to the students beside being durable and sturdy. as far as possible, the floor of a school library should be covered with linoleum flooring. Such a cover would be easy to clean on one hand and on the other it would reduce the noise generated by foot-beats of the children.

5.3 CHILDREN'S WING IN PUBLIC LIBRARIES

Having considered school libraries in exigencies of this study, it would be the appropriate course to move to normal community service point. These points for the purpose of this study are the Public Libraries. For looking into the role of public library in promoting reading habit, it is essential first to know as to what a public library is. While defining the public library the UNESCO Manifesto for Public Libraries (Issued in 1949 and revised in 1972) states, "The Public Library is *a practical demonstration of democracy's faith in educational universal education* as a continuing and life-long process, in the appreciation of the achievement of humanity in knowledge and culture. It is the principal means whereby the *record* *of man's thoughts* and ideas and the expression of his creative imagination *are made freely available to all.* It is concerned with the *refreshment of man's spirit by the provision of books for relaxation and pleasure....*" The manifesto further emphasizes that (i) the Public Library should be established under 'The clear mandate of law', (ii) it should be 'maintained wholly from public fund', (iii) there should be no 'direct charge for its any of the services', and (iv) it should be open 'for free and equal use by all members of the community', Irrespective of their age, sex, religion, language, status or level of education."[15]

5.3.1 Objectives of Public Library

Coming to objectives or the basic purpose of the public library, one comes across one of the best statements on this subject which by its nature was intended to be of international applicability, in the UNESCO public library manifesto, as revised in 1972; part of which states:

> "The public library must offer to adults and children the opportunity to keep in touch with their times, to educate themselves continuously and keep abreast of progress in the science and arts. Its contents should be a living demonstration of the evolution of knowledge and culture, constantly reviewed, kept up-to-date and attractively presented. In this way it will help people form their own opinions, and develop their creative and critical capacities and powers of appreciation. The public library is concerned with the communication of information and ideas, whatever the form in which these may be expressed."[16]

5.3.2 Functions of Public Library

The public library engages itself in a number of functions and activities in order to meet the above mentioned objectives. These functions and activities have been variously described by authorities on the subject as well as agencies connected with library services. However, without going into their details it would be apt to mention here the words of the 'Committee to frame structure of the Public Library Service in England and Wales (1957)' which states that "It is the function of a public library not to satisfy, but to promote the desire of books."[17] The public library becomes an important institution for educating the people. "In a developing and too big a country like ours it may not be possible to impart formal education to all due to many factors. Besides it, the citizens who have received formal education will also need continuing education for recreation, information and for enhancement of their knowledge. A public library can serve both the categories most economically, efficiently and effectively.[18]

"Public libraries aim to serve the community as a whole in upholding the dignity of man.[19] Their services can be organized more effectively if it is kept in view that "our present actions and outlook on life's problems depend to a large extent on the impressions, impact, training and preparation obtained in our childhood and adolescence in embarking on life. In learning about this world, about the relationship of the individual to his environment, books offer the right and most fruitful means. If all the children and youth of the past and present were provided suitable reading material"[20] they would have developed a healthy approach towards life and a lot of negativity which pervades the world had not been there.

5.3.3 Library Services for Children

"As it is not possible for individual and private enterprises to provide all the good books for reading, the task will naturally fall upon public libraries. Public libraries should. therefore, organize library services for children."[21]

"The group concerned with Library Services for Children, at the UNESCO Delhi Seminar on 'Public Libraries for Asia', organized at Delhi in 1955 resolved that "all Public Libraries should provide services for children and young people as an integral part of their service to the community. Through systems of public libraries operated by public authorities, free to all without discrimination, the widest service could be given in the most economical way. Such systems should be planned throughout Asia to give coverage to the whole population. Where there are no public libraries at present, many schools do exist through which library services can be made available to children."[22] The set-up of a children's library as a part of public library and the nature of services it offers to the children would be almost identical with what has been described in the context of school libraries. Royston Brown explains its role and working in a meticulous way when he states that "Public Library services to children may be divided into two broad areas. Firstly, services provided through the public library network of buildings and mobile libraries and secondly, services provided to schools and educational establishments; the latter usually being paid for by the education authority which is thereby using the library authority as its agent.

5.3.4 Specialist Staff

"Specialist library staff will be employed to work in these fields, as they involve not only a knowledge of children's literature of all kinds, but an understanding of the various levels of reading ability and comprehension, teaching skills, educational technology, and child psychology. Material acquired for children's sections of public libraries will range from picture books for pre-reading age children, through simple vocabulary volumes of the classic children's books and special collections for young adults. An important part of children's library work is in promoting and developing the reading habit and the use of libraries. To this end, range of activities, both inside and outside the library, are regularly undertaken. These include story hours, holiday clubs, competitions, talks, exhibitions, and similar activities designed to attract, educate and inspire children of all ages."[23]

The consciousness about the requirements of children is growing in the society with the advancement in the field of child psychology and the need for a children's library as a part of public library system is now well recognized. However, the situation prevailing in India, especially in Hindi speaking regions, is quite unsatisfactory in this respect. The question of organizing children's libraries or special services to children in public libraries comes up only when there is a well-organized network of public libraries operating in the respective area.

5.3.5 Advisory Committee Report

The need for children's libraries or special wings or services in public libraries for the children was well realized in days after Independence as may be seen in Report of Advisory Committee for Libraries published by Ministry of Education, Government of India in 1959. Passing over to Children's Libraries after dealing

'The State Lending Library', the report states that."[24] It has been suggested in some quarters that the State should also run a Central Children's Library, in addition to such libraries in every township. The Committee has seen the working of a Children's Library in Madras and a similar one, attractively located on the seaside, at Bombay. Children's Libraries as part of Public Libraries are being run at the Delhi Public Library and the Ahmedabad Municipal Library. The private initiative of the Rotarians at Mysore City has, with free gift of land from the Government, started an excellent Children's Library. The Baroda Central Library has also a children's section. These are the only places where some attention has been paid to the proper planning of the routine, of equipment and of book purchase. They are all successful in every way. Unfortunately, these libraries have run out of Children's books. The children are eager to read and wherever they have been given an opportunity they have availed themselves of it plentifully. But there is not enough grist to supply this mill. There is another problem about children. In big cities any central location of a library for them will have problems of chaperonage. The younger ones cannot go too far away from their homes. Children's libraries located in different parts of the town, each of them catering to a half-mile radius, seems an ideal distribution. Except in countries like the Soviet Union where the institution of the creche for children, and several other such amenities, have been assiduously built up for the last thirty years or so, nowhere else does one find a State Children's Library as such. Actually the practice has been to develop children's wings to Public Libraries so that the child might imperceptibly graduate into the adult wing as to the manner born. If a new experiment is tried in this country to start a Central Children's Library, it will serve (a) only the children of the locality effectively and (b) degenerate into an exhibition unit to show visitors around. We would not, therefore, advocate a Central State Children's Library. On the other hand, we would encourage any number of smaller Children's Libraries all about the town, if it is a big city, or a Children's wing attached to the District Central Library in a smaller township. Of course, it goes without saying that the State Central Library will actively plan the stocking of these libraries, making the stocks quite fluid from library to library. It will announce prizes to be given to those who publish and plan good reading material for children. It will hold Conferences of school teachers for discussing children's reading, it will hold itinerant exhibitions of children's books, it will compile standard annotated catalogues of children's books, and in every possible way, promote the success of children's libraries. It will employ artists to prepare posters and artistic book-notices and psychologists to study children's reading tastes and other problems."

5.3.6 Working Group on Libraries

However, the advice could hardly advance much ahead on way to its materialisation due to reasons best known to policy-makers of the country. But Children's Libraries once again became a matter of consideration when a 'Working group on Libraries' was constituted by Planning Commission, Government of India as a preparatory exercise for formulating the Fourth Five Year Plan. The Group had four Sub-Committees and one of them was on 'Public Library Services and Children's Libraries.[25] The report of the group published in August, 1966 mentions it as a function of the State Central Library to "provide library service for children."[26] It also states that "Each State Central library will have a Children's wing."[27] The report further remarks that "Most of the State Central Libraries and the District Central Libraries have separate sections for children but the nature and scope of their services is not known."[28]

5.3.7 Gathering Neglect

The matter seems to have slipped out of the attention of the Government of India later on. This becomes rather evident from the Annual Report 1989-90, Part-2 of the Department of Culture, Ministry of Human Resource Development, Government of India. This report has a full chapter on 'Libraries' (Chapter 7) but any mention of Children's Library or Services for children in Public Libraries is altogether absent in it. Though activities of a library known to be providing special services to the children or having wing or section for children have been described in necessary details.

5.3.8 Tepid Agencies (ILA)

Apart from tepidity on the part of Government of India, the attitude of some other agencies which could be supposed to show enough initiative in the matter is also none too encouraging. Indian Library Association (ILA) is a federal body which deals with matters and problems connected with libraries and allied matters in India. But the Association seems to have taken hardly enough interest in children's libraries. However, the Association organized an All India Seminar on Libraries for Children in November, 1979 to celebrate the International Year of the Child. The seminar made several recommendations for the development of children's libraries but in absence of necessary follow-up action, the recommendations were destined to slide into oblivion and they did. The association could have taken steps helpful in not only creating a national consciousness for establishing and bringing up children's libraries at all levels and in all regions of the country but also in furthering, improving and co-ordinating their activities. It seems that the cause of children's libraries could be served properly only with organization of an Indian Children's Library Association, either separately or within the framework of ILA itself.

5.3.9 Ratio to Population in Hindi Regions

Nevertheless, the ratio of public libraries to the population in India remains considerably low and it is yet lower so far as the Hindi speaking regions are concerned. This is corroborated by the extract from 'Statistics at a glance' furnished by Panday S.K. Sharma which related to the year 1983-84 (The year is not given in the table contained in his book. Sharma revealed it on personal enquiry). Table 20 shows the position.

The statewise statistics of libraries furnished in the table pertain to recognized libraries which include libraries at various levels run by the Governments, civil bodies or those which have been recognized under an Act passed by the respective legislature. Apart from these recognized libraries, there are libraries in good number which are run by different private institutions and organisations.

All these public libraries serve the children also alongwith the adult readers and borrowers of these have a sizeable number of children in their respective rolls of membership. However, all of

TABLE 20

Ratio of Public Libraries to Population in India

States	*Population*	*Percentage of Literacy*	*No. of Dist. Libraries*	*Total No. of Recognized Libraries*
1	2	3	4	5
1. Bihar	6,99,14,734	26.20	25	4,503
2. Haryana	1,29,22,618	36.14	5	49
3. Himachal Pradesh	42,80,818	42.48	11	55
4. Madhya Pradesh	5,21,78,844	27.87	25	6,281
5. Punjab	1,67,88,915	40.86	12	463
6. Rajasthan	3,42,61,862	36.30	24	39
7. Uttar Pradesh	11,08,62,013	27.16	55	1,585

Source : Panday Sharma, *op. cit.*[29]

them may hardly be supposed to have separate sections or wings for the children. Some maintain a separate almirah or two for the children's literature and also have a separate list of books for children in their respective catalogues/registers. They seem to have no other paraphernalia desired in a children's library.

5.3.10 Library Legislation

The slow growth of public libraries in India has been a matter of concern for those who realized its importance as a source of continuing education instrumental in proper development of the personality of individuals. They thought over the problem and the ways to overcome it. Dr. SR Ranganathan, the pioneering architect of modern Library Science in India, prepared a 'Model Library Bill' and Development Plan. He also prepared library Bills for almost all the Indian States. Nevertheless, the progress in this sphere has been very slow. His plan began to materialize only after the Independence when Madras (Now Tamilnadu) passed first ever library legislation in the country in the year 1948. This was followed by Andhra Pradesh (1960) Mysore (Now Karnataka) (1965), Maharashtra (1967) and West Bengal (1979). It is notable that all these states are non-Hindi States. Thereafter Haryana passed a library legislation in the year 1989 and thus became the first Hindi State to have a library legislation. In Manipur, Pondicherry, Goa and Haryana the act though has been passed, is not fully operational. All other States of the country are yet to take a step in this direction.

5.4 DELHI PUBLIC LIBRARY

5.4.1 Organization

Very few public libraries in India have a children's wing or section or a children's library as a conspicuous part of their structural framework. Most notable amongst them is Delhi Public Library, established by the Ministry of Education, Government of India in 1951 with Financial and Technical Assistance from UNESCO as a Pilot Project. Started as a small unitary library in Old Delhi, it has since developed into a premier public library system in the Metropolitan City of Delhi. The Delhi Public Library consists of Central Library, Zonal Libraries, Branch and Sub-Branch Libraries, Community Libraries, Resettlement Colonies Libraries for weaker sections of society, a Braille Department for the Blind, Sports Libraries, Deposit Libraries and a network of Mobile Library Services to link up remote urban and rural areas spread over the Union Territory of Delhi. It has been providing free library service to the people, children and adults irrespective of any distinction of caste and creed."[31]

5.4.2 Catering to Children at All Service Points

Delhi Public Library is Unique in the sense that it caters to children from all its service points in its expanse of large network in the Union Territory of Delhi. A child between the age of 5 - 15 years can get himself or herself enrolled as a member of this library system by applying on a prescribed card available from various service points, with a recommendation from any responsible person e.g. Member of Parliament, Metropolitan Councillor, Municipal Councillor, any Gazetted Officer, Doctor, Lawyer, College/School Principal, Tax-payer, Lecturer of College, Librarian of Government/Semi-Government institutions etc."[32] In absence of such a recommendation a child can procure the membership by depositing a nominal sum of rupees ten only as a refundable security deposit.[33] The newly enrolled member is provided with borrower tickets which entitle him for borrowing books for home reading.

5.4.3 Membership

Delhi Public Library is providing phenomenal services to the community of children in the capital and they are quite zealous in availing these. This is evident from the comparative figures of adult and children membership as shown in Table 21.

TABLE 21

Delhi Public Library : Adult and Children Membership

Year	*Adult*	*Children*
1985-86	46,981	47,805
1986-87	46,300	41,157
1987-88	47,012	37,856
1988-89	50,519	40,116
1989-90	51,981	42,285
1990-91	51472	42098
1991-92	49418	35616
1992-93	49165	30290
1993-94	46392	23895
1994-95	42851	23294
1995-96	41245	23604

Source : Annual Reports of Delhi Public Library.

LIBRARY EXCLUSIVELY FOR CHILDREN

Apart from children's sections at various service points, the Delhi Public Library runs a children's library at Jor Bagh, New Delhi, which is exclusively for children. This library is playing a pivotal role in providing effective library service to the children of Jor Bagh and its neighbouring areas.

5.4.4 Collection

Delhi Public Library has a huge collection of books for the children. These books are mainly in four languages namely Hindi, English, Urdu and Punjabi. More than half of this collection is made of books in Hindi. These books cover a wide range of subjects and themes suitable for the children. The statistics concerning the issue of books for Home Reading by children during 1990-95 is as under:

Year	*Issue of Books to Children*
1990-91	12,15,291
1991-92	11,14,603
1992-93	9,72,145
1993-94	8,95,037
1994-95	8,73,786
1995-96	7,81,940

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5.4.5 Staff

As far as the staff is concerned, the children sections/corners in most of the service points are served by the same personnels who serve the adults in Delhi Public Library. However, there is separate staff for the children in Children's sections of Central Library, Branch Libraries and in Jor Bagh Library for the children. Incidentally, it may be noted here that personnels posted for serving the children mostly possess no special qualifications for this kind of job and the qualities called for in a librarian of the children's library as have already been discussed earlier in the context of school libraries.

5.4.6 Furniture and Equipments

Delhi Public Library adopted the policy of open access to shelves to its readers including children since the very days of its inception. This facilitates the reader in choosing a desired book and it is in conformity with the laws of Library Science which Ranganathan spells as "Books are for all; or every reader his books and Every book its reader".[34] Accordingly it has open shelves which are of smaller height in case of children's sections. These sections have all items of library furniture and equipments of smaller size suitable for the children. It has tried to add attraction for the children by resorting to multi-colour scheme in respect of items of furniture and interior decor. However chairs seem to be hardly comfortable enough although they are, no doubt, durable. Colour television sets have also been provided. Reference books have been displayed in a particularly attractive manner. Yet the library has to go a long way to reach the desired level as the space is congested, floors are non-laminated and improperly cleaned, walls have no attractive and useful hangings and above all the lighting arrangement, natural as well as artificial, is insufficient as it becomes hard to read inside without any strain on eyesight.

5.4.7 Cultural Activities

Delhi Public Library organizes a number of extension activities in its children's libraries which it calls cultural activities. These activities are instrumental in attracting the children towards library and finally books-culture. They provide the children with an exposure to various means of developing knowledge and improving personality. Delhi Public Library (Central) arranges cultural activities also for the children which include Bal-Sabha, Story-hour, News hour, Apne Apne Vichar, Educational games, Annual competitions, Film-shows and TV programmes. (Appendix — IX of Annual Report 1992-93 Delhi Public Library).

The competitions organized by the library are popular amongst the member children. They participate in them with a good deal of fervour and try to score a winning position. Those successful are awarded attractive prizes. These competitions are contributing their mite in familarising the children with the institution of library.

5.5 NDMC LIBRARY

Another prominent public library in Union Territory of Delhi which has established a separate wing for the children age 5 to 14 years is the 'Central Library' of New Delhi Municipal Committee (NDMC) located at Town Hall, Sansad Marg, New Delhi. The library opened the children's wing in 1985 immediately after its conversion into a public library from the departmental one in the year 1984. The wing has a collection of about 7,000 books, bulk of them in Hindi. The membership is open to children living in NDMC area for which a child has to submit prescribed form duly verified and recommended by some of the NDMC official or a person authorised to validate copies of documents alongwith a security amount of rupees ten only. The child has to pay nothing as annual charge. The wing has furniture in accordance with the need of its young members. The library has an exclusive branch for the children at India Gate. Moreover, the library caters to reading need of the children through its 9 branches and 1 mobile van which also stock children's books. The library is planning to further augment and improve its services to the children.[35]

5.6 HARDAYAL PUBLIC LIBRARY

Hardayal Public Library has opened a new branch in order to serve the children at Kundewalan, near Ajmeri Gate, a congested area in walled city of Delhi. Beginning in the year 1989, the branch has registered a good number of child members availing its services. The membership is available on submission of duly filled in prescribed form alongwith the security deposit of rupees twenty and an annual fee of rupees three only. The library has a number of branches in Delhi and many of them have separate shelves for children's books. The library is planning to expand its services to the children.[36]

5.7 OTHER LIBRARIES

Marwari Public Library, Delhi is an old library located in the busy downtown area of Chandni Chowk in Delhi. It has created a separate collection of about 500 books for the use by the children in 1989. It also has a plan to provide more books for the children.[37]

Gandhi National Museum and Library, New Delhi has a separate collection of books for the children on Gandhiana since its very inception.[38]

5.8 NATIONAL LIBRARY (INDIA)

Inspired by the example of Delhi Public Library, the National Library, Calcutta opened a children's wing on 22nd January, 1960. The Wing has a collection of 20,000 books in different languages including Hindi and it caters to the children aged 6 to 14 years.[39] Incidentally it may be mentioned here that the establishment of such a wing find no place in the objectives of National Library and the Library has established it rather as a gesture of goodwill towards children. "It must be made clear here that this children's library does not pretend to be nor it intended to be a central children's library. It is definitely a limited project confined to a clientele of children in the area where the National Library is situated."[40]

5.9 STATE GOVERNMENT LIBRARIES CATERING TO CHILDREN

Public libraries in several cities of Hindi speaking states in India have either already opened children's wings or they are planning to do so. However, detailed information in this regard remains inexhaustive as the information departments of some states are used to adopting lackadaisical attitude in furnishing the informations requested for. Whatever details could be extruded through repeated efforts, they indicate the existence of children's wing in public libraries in Uttar Pradesh, Rajasthan and Bihar States.

The State level Central Library of Uttar Pradesh located at Allahabad has opened a children's wing in a large room with a significant collection of children's books and proper arrangement to facilitate the young readers. Children may read in the library without paying any fee and registered readers may borrow books for taking home.

The Central Library at Allahabad has developed a feed-back system to ascertain reading preference of the children. It has also published the results of this study in a booklet.[41]

Government Public Library is located in Alfred Park area of Allahabad and it has also started a children's wing on 14th Nov. 1989. It has received a grant of Rs. 1,90,000.00 from the Uttar Pradesh Government and Rs. 20,000.00 from UNICEF alongwith gift of books. Apart from books in 4 languages including Hindi, the wing also has educational toys and video cassettes. The wing is open to children aged 3 to 16 year.[42] Moreover, most Government District Libraries in the State have also opened children's wings.

In Rajasthan Maharaja Public Library, Chauda Rasta, Jaipur has a separate children's wing with books in Hindi, English and Urdu.[43]

In Bihar Sachchidanand Sinha Library, Patna which is a State Central Library has a separate section for the children. 27 District and Divisional Libraries of the State have also opened children's wings.[44]

The Education Department of Himachal Pradesh has established District Libraries in 12 Districts of the state. Most have children's literature in adequate quantity and have established separate wings for the children also.[45]

The Central Library, Chandigarh is also providing special library services to Hindi speaking children in the Union Territory of Chandigarh and has made notable contributions in reaching out to large numbers of children of various age-groups.[46]

5.10 CHILDREN'S LIBRARIES

Libraries established exclusively for children are also coming up in different parts of the country. The trend of opening such libraries is getting momentum and one may well hope proliferation of the creed in coming years. However, it seems to be a sordid fact that the number of such libraries in Hindi regions is proportionately very little compared to their growth in areas of regional languages. The situation calls for concerted efforts in this direction in order to benefit more and more children in Hindi speaking regions who are keen to avail library services. In this connection, the examples of West Bengal and Arunachal are inspiring. These states have built up children's libraries in a significant number.

5.10.1 B.C. Roy Children's Library (CBT)

Most notable children's library in India is the 'B.C. Roy Children's Library' of Children's Book Trust located in Nehru House, Bahadurshah Zafar Marg, New Delhi. This library functions in air-conditioned space and is kept in thoroughly clean and pollution free condition. Well decorated with paintings on its walls, it provides a congenial atmosphere for reading. It has about 40,000 books including a sizeable number of Hindi Books. The library is open to children aged 5 to 16 years and the membership may be obtained by submitting duly filled in prescribed form alongwith a security deposit of Rs. 50/-, admission fee Rs. 3 and annual charges of Rs. 12. The library subscribes to a good number of children's magazines also. This library has toys for the young children and colour TV set with arrangements for video-screening of films for the children. It may well be termed as a specimen of an ideal modern children's library.[47]

5.10.2 Area Libraries of AWIC

Another important children's library in New Delhi is the Association of Writers and Illustrators for Children (AWIC) library which is more a library movement for the children in itself than being a mere library. AWIC caters to reading needs of the children in Union Territory of Delhi and other parts of the country through its network of about Sixty Area Libraries functioning at different locations. The Area Library opens on two days in a week according to the convenience of concerned librarians and its child members. The membership may be obtained by submitting duly filled in prescribed form alongwith a monthly charge of Rs. 2 only. This system of libraries provide every of its members a diary in which the young reader records his experience and reaction on the book read by him. The feed-back-system emerging from this exercise serves the AWIC members and other concerned people in formulating their programmes of preparing and publishing children's books. AWIC libraries also organize various competitions like painting, story-writing, debate etc. for the children. Those successful in these competitions are rewarded with prizes in the shape of good books.[48]

5.10.3 Bal Bhavan Library

Bal Bhavan Library, located in Bal Bhavan at Kotla Road, New Delhi is serving the children who are members of Bal Bhavan run by the Ministry of Culture, Government of India. This library has a collection of 9,000 books in various languages including Hindi. This library has adopted an unique colour scheme for facilitating the children in picking up a book on the subject of their choice. Under the scheme a separate colour or its shade has been assigned to books on each subject. Accordingly all books on a particular subject have spines in a particular colour. A chart showing guide to subject-wise colours has been displayed prominently in the library. Such a colour scheme is quite fascinating a proposition for alluring the young folks into increased use of library. This library is especially affluent in number of books on crafts and hobbies for the children.[49]

5.10.4 Children's Libraries in States

Uttar Pradesh has a prominent Library for the children known as 'Bal Pustakalaya' which is located at Shah Meena Road, Lucknow.[50] Likewise Bihar has 'Uma Baleshwar Children's Library' located near All India Radio, Patna.[51]

Information about other children's libraries in Hindi speaking regions of India is not readily available as the agencies and persons concerned have been apathetic in supplying them.

5.11 PLAY-BUS

A new experiment for providing library facilities to children at their door-step came up during the Nehru Centenary year in shape of a 'Play-Bus' put on trial-runs by Nehru Bal Samiti at Trilokpuri, Delhi. The Play-Bus, a "Gift to the children of Trilokpuri, has a number of facilities including a 16 mm. Projector, a slide projector, a colour TV and VCR to provide good educational and entertaining audio-visual programmes. There is a mobile library with racks and cupboards with books. Twenty children can sit at a time and read books." It also has public address system, flood-lights and an extendable plank to act as open-air stage. It carries playing-equipments for games like Foot-Ball, Cricket, Volley-Ball as well as indoor games.

The Play-Bus Project has been termed as an attempt to change the situation in a resettlement colony likeTrilokpuri where "The drop-out rate in Primary Educational institutions run by local authorities is 60 to 70 per cent in children from weaker section primarily because education was not a 'happy experience'. There are very few opportunities for play and recreation and there is very little motivation for their better performance in life."[52] Such a situation calls for concerted attention on the part of all those concerned with the philosophy of child welfare. More so because the educational and other needs of children are quite different from those of the grown-ups.

"Children, as a sector of the population, have an immature mind, not as a result of sickness, but because of natural conditions, "says Dr. S.R. Ranganathan, father of Library Science in India. "From the libraries' point of view, the nation's children, or say, the nation's population under 16 or 18, should constitute a special sector of the people. Books for adults lose their utility for children on account of the latter's underdeveloped minds. The first hurdle in their way is that the language of books for grown-ups is beyond their elementary intelligence. Secondly, the thought contents of books for adults do not fit in with their simplicity. Thirdly, the minds of children, with their elementary knowledge need something new instead of being crammed with conventional ideas. We may safely state on the basis of the simple natural knowledge of the children that their books should be more illustrative and attractive than books for adults".[53]

5.12 OPTIMUM USE OF BOOKS

Whether the library is a public library, a school library or a specialist's collection, it is wasteful if the books are on the shelves unused or little used. And optimum use of books is possible only when the promotion of children's books gets its due importance in the library and a clear understanding is developed that the library provides:

a. "a link with the whole of human knowledge and experience.
b. an opportunity for self-education or to complement school education.
c. availability of choice.
d. a place and a time to read voluntarily
e. a loan facility
f. a common focal point
g. enjoyment and therefore motivation to read more."[54]

5.13 NEED FOR LIBRARY MOVEMENT

Exhorting the need for a library movement in the country, Dr. S.D. Sharma, the President of India, has aptly pointed out that "having libraries in primary schools could go a long way to create a knowledge bank which could help teachers to update information which they impart to young students." Touching upon books for children, he called for cultivation of reading and interest in books into children right from an early age. "Even child, between the age group of three and four should get a book which he really likes to go through, with lots of pictures which makes him want to know more", he added.[55]

5.13.1 Readers' Club Movement

Dr. Sharma's advice has now begun to take material shape in the programmes of 'Readers' Club Movement' launched by National Book Trust, India. The movement has come into being with the following objectives:

"a. Creating general awareness about book as a source of knowledge and enjoyment.

b. Acquainting teachers and students with the variety of books available in the school library.

c. Promoting the reading habit.

d. Encouraging students to read as many books as possible in the library either during the library period or by borrowing books for leisure time reading at home.

e. Providing opportunities to members of the Readers' club to discuss the contents and merits of the books read by them and, in the process, developing skill for public speaking, effective communication and writing.

f. Promoting mutual exchange of books amongst members of the Readers' Club on an informal and voluntary basis.

g. Ensuring availability of books in the library and the home.

h. Assisting the Book Selection Committee of the School in buying more appropriate books for the school library by providing them with feedback from the members of the Readers' Club.

i. Encouraging children to buy books for themselves and for making gifts to their friends."[56]

5.13.2 Concept of 'Satyam Shivam Sundaram'

The formation of Reader's Club would on one hand acquaint the children with book-culture and on the other go a long way in strengthening and improving the concerned libraries. It would rather be apt to state that a children's library could be worthwhile only when it presents an embodiment of the classical concept of 'Satyam Shivam Sundaram' though in reverse order. 'Sundaram' is of utmost importance for the reading children as a child could in the first instance be allured to a library when it is beautiful and attractive as per the basic likings of children. A child would never relish a library unless the interiors are charming enough to his young mind. Dr. A.L. Mudaliar has also expressed similar opinion in stating that "In the first place, the library must be made the most attractive place in the school so that students will be naturally drawn to it. It should be housed in a spacious, well-lit hall (or room), with the walls suitably coloured and the rooms decorated with flowers and artistically framed pictures and prints of famous paintings. The furniture — bookshelves, tables, chairs, reading desks — should be carefully designed with an eye to artistic effect as well as functional efficiency."[57]

The 'Shivam' aspect of a children's library manifests itself into the quality of services rendered by the library. Elaborating it in the context of school library Dr. Mudaliar states that "If the library is to be the hub of the academic and intellectual life of the school, if it is not only to meet but guide the reading interests of students, if it is to work as a centre of free and supervised study as well as group work on projects undertaken by them — if it is to do all these things, the librarian will surely have all his work cut out. He will also be responsible for giving due publicity to good books, old and new, available in the library — preparing and circulating book-lists suitable for different grades, displaying 'blurbs' and cuttings of book reviews on the notice-board, arranging book exhibitions, perhaps conducting a group reading project when a few students of similar interests may come together to read aloud poems, or stories or dramas. Above all, he will be available for consultation in the selection of suitable books for general reading or references needed for individual or group projects, that they have to work out as part of their curricular or co-curricular work."[58]

The 'Satyam' aspect pertains to the type and quality of books and other educational material kept in the library. This aspect may have many things within its folds. However, it would be expedient to tell about only the most important. First of all the collection should be of quality books and it should be kept well arranged, classified age-groupwise and subjectwise. Secondly, time-to-time surveys should be conducted in order to assess the reading habit and reading preference of the children. Thirdly, there should be endeavour on one hand to apprise the children and their teachers and guardians with the books of desired standard and quality and on the other a feedback should be developed to acquaint the producers of books with reactions, remarks and suggestions gathered from the young readers. All these measures would result into fruitful use of library services. It hardly needs an emphasis in telling that the librarian would be at the focal point or work as a liaison personnel in achieving the 'Satyam Shivam Sundaram'. Thus the library and its staff would be an effective instrument in promoting children's literature and development of reading-habit.

5.13.3 Meeting More Than Half-way

However, a librarian in the children's library could rise to the desired level only if he is competent and trained for the task. "The children's librarian is first of all a a librarian and part of the administrative staff of the library. He must have the same basic education in library principles, and understanding of and interest in the whole profession of librarianship. The specialist in library work with children must have a background in child psychology and an understanding of educational programmes, a wide knowledge of children's books and other library materials as well as a sincere and unsentimental interest in the child as an individual".[59] It has also been stated that a good children's librarian should have "genuine interest in and love for children. In fact, children do not need a scholar as a librarian but rather a friend to meet them more than half way. For this, the librarian must have a warm heart and a generous nature, a willingness to smile and laugh and a capacity to accept the child as he is and to acknowledge his distinctive characteristics."[60] According to Harrod, "librarians working with children need more than other librarians a sense of vocation."[61]

5.14 LIBRARIAN AND SPECIALIST

Elizabeth H. Gross draws one's attention to the writings of Elizabeth Nesbitt in this concern which quotes 'Missolcott'. It is said that "a children's librarian is born and not made, for unless the worker with children has certain sympathetic qualities and an instinctive understanding of childhood, she cannot enter into the interests of children. On the other hand although she may be gifted with the greatest ability to handle children and to understand them, she cannot be a children's librarian unless she has had direct and practical training in the technical side of her profession.[62] Gross further adds, "This recognition that the children librarian must have an overall view of her profession was all important for the specialist is first of all a librarian, then a specialist within the framework."[63]

5.14.1 Training Children's Librarian

As far as the training of a librarian is concerned, it is notable that the study of Library Science became popular in India only in recent decades though one or two universities had established the department for this discipline even before Independence. Proliferation of courses on this discipline in most of the universities has now provided large number of professionally qualified personnels for libraries in the country. But such courses mostly include no special study relevant to specialised libraries. Special training is essentially more important for the librarian of a children's library in view of his duties and responsibilities. A beginning in this direction is yet to be made in India.

Incidentally, it may be mentioned here that training the librarians especially for children's libraries began in Pittsburgh, USA in the year 1900 as an outgrowth of children's services in the Carnegie Library, the first library to departmentalize such services.[64] Now "in almost all the library schools in Western countries, one of the elective courses invariably relates to children's librarianship. Such specialised courses generally cover subjects like (1) Children's books and reading. (2) Reading guidance, (3) Story telling, (4) Organization and administration of children's department, (5) Co-operation with school libraries and extension work."[65] This example needs to be followed in India also if a creed of good children's librarian is to be prepared for manning the children's libraries. The courses from certificate to post-graduate levels in Library Science being run by Universities and other agencies may suitably incorporate child psychology and the materials relative to children's literature as per the need of Indian conditions. Once the beginning is made, it would hardly take a long time in providing more and more children's libraries with staff especially trained for them. Such a step would prove a powerful boosting up of reading habit and pushing ahead the children's literature.

5.15 BUNKS : LIBRARY IN A BOX

A phenomenal success in the growth of children's libraries and taking book to the child has been achieved in Japan in a wide-spread form through the activities of a movement called 'Bunks'. Natoju Muku started it in Kagoshima prefecture in the year 1960 after a realization that the existing school libraries and other children's libraries or wings were insufficient in catering to the reading needs of the children. Acute paucity of space prevailing in Japan prompted him to start it as a Home Library Movement with a library in a box. The movement has come a long way with the active participation by Japanese women in very large numbers. The movement has since won recognition from the government also which is now giving it grants-in-aid for furthering its activities. It is noteworthy that the similar work is being done in India by the 'Area Libraries' of Association of Writers and Illustrators (AWIC). The activities of AWIC are being described in discussion on the institutions connected with the children's literature in a later chapter.

Promotion of Children's literature and the development of reading habit have come to acquire substantial help to some extent by the prompting attitude of Raja Rammohun Roy Library Foundation. Formed with the basic objective of spreading library movement down to rural areas across the country, the Foundation functions as an agency under the Ministry of Culture, Government of India. As may be observed in a later chapter, the Foundation helps in establishment and running of libraries by rendering financial grants and the gift of books. It advises the recipient library to utilize 20% of the financial assistance in purchasing children's books out of the grant provided for buying the books.

5.16 UNDER UTILISATION OF SERVICES

Discussion made above leads one to a conclusion that the libraries serving the reading needs of the children are growing in number and are virtually on way to become legion. But their affairs are not well-organized and their potentials as well as the services are severely under-utilized. Most of them are suffering from financial and other constraints. Their prevailing status hardly holds a promise for the future and one may wonder if they would be able to cope with the exigencies of coming century when the explosion of knowledge is going to become more extensively pronounced. Such circumstances would ultimately prove a hazard to intellectual health of Indian society and the nation as a whole. Therefore, it is imperative that necessary measures are adopted to develop an efficient library system in the country with particular emphasis on the libraries for serving the children.

5.16.1 Interconnecting Network

It would be pertinent to note here that Prof. Yashpal, Chairman, University Grants Commission (India) suggested the formation of an 'Information and Library Network (INFLIBNET) for interconnecting libraries at Universities, post-graduate and research centres.[66] However, it would be rather more effective and beneficial if the scope of such a centre is widened to encompass all library services in India. A central Library Authority may be created to manage the 'Net-work' and co-ordinate the working of libraries throughout the country. The 'Central Network' should be federating one integrating folio networks of different types of libraries including libraries for the children. The network of children's libraries may inter-connect all types of libraries serving the children. The suggested network may function as the friend, Philosopher and guide to children's libraries and a mentor of children's literature. It may envisage standards and norms for their working and help the libraries in meeting them. In short a properly organized network would largely vitalize the institution of children's library in India.

5.17 PUBLIC USE OF SCHOOL LIBRARIES

Formation of Folio networks integrated into a federal network would prevent lot of duplication and conserve valuable resources by saving them from unnecessary expenditure which is a common feature in the existing situation. Interlinking of different types of children's libraries and also the public libraries with them would be a significant booster for spreading the book-culture not only to the children but also the adults anxious to read. Dr. Mudaliar has also expressed similar views while recording his recommendations in respect of school libraries. He says. 'We would like to make certain general suggestions in order to strengthen library facilities and to secure the maximum use of these that exist. In all public libraries there should be a section specially meant for children and adolescents which may supplement the resources of the local school libraries. Secondly, steps should be taken to keep the school library open during the vacation and long holidays for the benefit of the students as well as the local community, if possible. In places where there is no public library, the school should also consider the possibility of throwing the school library open to the public outside school hours. They may involve some extra expenditure but it would be eminently worthwhile because it will draw the school and the community into the kind of partnership that we have advocated in this report. We are also of the view that, in states where a library cess is levied, the proceeds should also be utilised to strengthen and improve school libraries. In smaller places it may be more economical to build up the school library in such a way that it may also serve the function of a public library for the locality, thus avoiding the duplication of buildings and furniture and to some extent of staff."[67]

5.18 WAY TO TAKE THE BOOK TO THE CHILD

It is of utmost importance that a child should get the library services at a point which is easily approachable round the year and not far away from his home. It is the definite way to take the 'book to the child'.

"One way of reaching those children who do not come to the library of their own accord is by working through the many agencies, organizations and institutions which are concerned with children. Co-operation with these agencies may take various forms. Collection of materials may be lent to them, talks and story-telling programmes may be arranged either in place where they normally meet or in the library, and the libraries can provide an advisory service to enable them to develop their own book collection effectively."[68]

"Children below school age are unlikely to come to the public library in the normal course of events unless they are brought by parents and it is those children whose parents are least likely to bring them who will derive most benefit from the support of the library. Many parents, however, are unaware of the fact that pre-school children can join the library or that the library has books for them."[69]

Agencies like Parents-Teachers Association and National Service Scheme (NSS) etc. may play a vital role in acquainting the parents with the importance of library in the education of their children and a librarian may seek their co-operation through such agencies which may go a long way in bringing the gap between the book and the child.

5.19 APPLICATION OF MASS-MEDIA

Abyss between the child and the book varies from child to child. Some children appear to be born-book lovers and they are drawn to books of their own accord as they find the 'pull' of the book irrsistible for them. Others need to be led to books. And there are still others who pay leverage to other means of communications. The virtually unrecognized children's Librarian in India has, no doubt, made some efforts to identify different ramifications of the gap between the book and the child though believing implicitly in the omnipotence of printed-word. He perhaps needs yet more time and a lot of rumination before he is able to properly recognize the sweeping force of modern, rather ultra-modern, technologies of mass-media. Only then would he be in a position to plan the exploitation of mass-media to its brim in its application for advancing the cause of library within the framework of public library philosophy.

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6

Role of Mass-Media in Promoting Children's Literature

6.1 INTRODUCTION

Promotion of children's literature as well as reading habit depends on a number of factors, cultural and socio-economic in nature. These factors have been changing with the times. In its early days, children's literature in Hindi had a wide ranging influence of contemporary traditions and way of life. The period before Independence is marked with an overtone of nationalism and patriotic feelings. Now it bears a clear impact of the explosion of knowledge on account of rapid strides of mass-media.

Oxford Advanced Learner's Dictionary of Current English describes mass-media as "means (esp. newspapers, radio, TV) of imparting information to, influencing the ideas of, enormous numbers of people."[1] Another authority defines the term as "a medium of communication (such as newspapers, radio, motion pictures and television) that is designed to reach the mass of the people and tends to set the standards, ideals and aims of the masses." The word is usually used in the plural - media.[2]

Both these definitions allude to the potential power of mass-media and indicate at the overriding role it can play not only in setting the standards but in influencing the ideas of the masses too. Present day education system owes its faster rate of growth to its efficient devices of modern communication which take the information to a person without any appreciable loss of time.

Communication has virtually emerged as "a vehicle for and a subject of education."[3]

6.1.1 Omnipresence of Communication

B.B. Mohanty rightly observes that "There is a growing reciprocal relationship between communication and education."[4] The Mac Bride Commission on mass-communication appointed by UNESCO while studying the contemporary dimension of communication reminds that "The omnipresence of communication in modern society is a sign of emergence of a new framework for the personality with a strong educational flavour."[5]

Education can hardly make a headway without involving a process or system of communication effective in communicating an information to several persons. And the system would invariably be using some or the other sorts of mass-media. The march of mass-media systems has been phenomenal in India and beginning with stone bearing the royal proclamations of Ashoka the Great, inscribed on it in 3rd century B.C., they have come a long way to appear on a TV screen. Now the mass-communication has developed into a multi-dimensional system which includes Books and Pamphlets, Newspapers and Magazines, Radio, Television, Films, Theatre, Advertising and Exhibition etc. As the children's literature has its communication largely through the medium of printed words, i.e., books and pamphlets, newspapers and magazines it would be rather apt to look here at the inter-action it has with other forms of mass-media.

6.1.2 Printed Word Vs. Electronic Media

While considering the influence of different forms of media on children's literature and reading habit, it is pertinent to observe here that the pattern of development of media forms has been different in India in sharp contrast with developed countries where printed word was firmly established before audio-visual media began to prosper. The Printed word has been the privilege of only a small portion of the population in India. Most of the rural people who constitute the bulk of country's population gets no opportunity to go to school and learn the printed word. The situation is hardly very much different in urban or even metropolitan areas, especially in Hindi speaking regions, where a large number of children in certain chunks of population have no knowledge about the printed word. But the audio-visual media made their advent and proliferated in such a way that they are influencing the lives of those children also who are unfamiliar with the printed word.

6.2 PRINT MEDIA

6.2.1 Books – the Most Permanent Medium

"Books are the most permanent of the media. They can last and affect people's lives for thousands of years. Books and Pamphlets have influenced society at all stages of history and helped to bring about social revolutions.

"Books can open new horizons of thought, experience, travel and adventure. They can enlighten and enliven through informations, humour and entertainment. Books can open up new cultures and lead to understanding of other people, now and in the past. They can enable new scientific discoveries to be studied. Libraries such as those of the British Museum in London, the Bodleion at Oxford and the Library of Congress in Washington, USA, keep the treasures of ancient wisdom and civilizations in literature which scholars and historians can study."[6]

Newspapers and magazines constitute another form of media in print. Though not so permanent as a book, they have distinct advantage in the fact that an item or article in them can always be read again.

6.2.2 Newspapers

A proper understanding of the inter-action exercised by different forms of popular mass-media and their potentials for advancing the cause of children's literature and reading habit calls for treating every form in some fastidious details. In this regard the newspapers, popularly called 'Press' are most important, ranking after only the books. But as far as the children's literature is concerned, most newspapers hardly treat it seriously. They are more formal in their approach towards this field and consider it the end of their obligation to the reading children by publishing only a page or two which "carry just a few stories for and by children, a poem or two, some puzzles and quiz and if possible a few lines about children's books and that is all."[7]

The role of newspapers and magazines in the perspective of children's literature has already been discussed, yet an example deserves a special mention. It is a publication named 'The Times Offspring' which has been brought out by the Times of India on the eve of celebrations marking its 150th anniversary. It is published from New Delhi and Bangalore. Both the editions are different in the choice of contents. The reputed newspaper group publishes it in collaboration with Indian Reading Association under a programme of 'Newspaper in Education' (NIE). Published fortnightly on every 1st and 3rd Monday of Calendar months, it is in English. Nevertheless, it is setting a trend which can be emulated by the Hindi world to an immense benefit of children's literature and the reading habit. The publication is a full four-page newspaper which used to contain contributions only from the children till October 20, 1989. However, the publishers took stock of the readability by the users in general and changed the ratio of children's own contributions to 40% and the remaining portion was earmarked to carry writings for the children by experienced authors of the field. Children can write in the space for their writings under a variety of heads like Face-to-Face, Fiction, Travels etc. Every issue of this publication comes out with the active support of a particular contributing school. It arranges all the contributions from children for the issue allotted to it. The name of the contributing school is mentioned at left side of the bottom of mast-head. Delhi has 58 schools associated with this noble scheme of NIE which also organizes competitions and debates etc. for the children from time to time.[8]

6.3 ELECTRONIC MEDIA

6.3.1 Radio Broadcasting

Radio broadcasting had its advent as a highly influential form of audio mass-media in the present century. Its progress was at a somewhat slow pace till it became the most powerful way of reaching enormous number of people living in different lands during the Second World War days on account of the exigencies of war propaganda. Thereafter broadcasting continued to expand its network and in due course its receivers or the radio sets became a house-hold necessity.

Being an audio medium, radio is useful for even the illiterates. Anyone with an unimpaired hearing can get all its benefits. Moreover, a listener can well do other work with his hands and eyes while listening a broadcast without any inconvenience. Radio is a good source of information and knowledge and at the same time provides entertainment and recreation to a listener.

6.3.1.1 Programmes for Children

Right from its early days, broadcasting networks all over the world had been accommodating some programmes for the children in their schedules. And India has been no exception in this respect. All India Radio has definitely made a name for its children's programmes in Hindi. These programmes make good use of writings for the children. They also broadcast talks and group discussions about the children's literature in Hindi. Sometimes the authors are also interviewed. Stories, dramas and jokes etc. find a prominent place in broadcasting programmes for the children. Sometimes the radio includes reviews of books belonging to the field of children's literature also in its broadcasting schedules. Such reviews provide information about a book to the listener and may inspire the prospective reader to read that book. This proves helpful in promoting the literature as well as reading habit.

As far as broadcasting for children in Hindi is concerned, Balak Ram Nagar has done a commendable job for Delhi Station of All India Radio by setting up an excellent model for children's programmes. The model has been a grand success and it is said that there are attempts to adopt this model in other radio-stations of the country.

6.3.1.2 Improvised Programmes

All India Radio had in the past introduced an unique type of children's programme called 'Aao Kahen Kahani' (Let us tell a story). The children participating in it used to improvise stories. One child used to begin the story with a sentence. Another child would add another sentence to it. Then the next child would add yet another sentence of his own and the exercise would go on till the emergence of a complete story. This programme was in fact the brain-child of Mrs. Mohini Rao, a noted author of children's literature and was meticulously produced by Balak Ram Nagar.[9]

The technique may be availed in case of some other genres of children's literature also like drama etc. which would ensure greater involvement of the participating children and would bring out their creative abilities.

Such improvised programmes could be of profound interest to not only the children participating in the programme but also for their friends etc. if they are published in print form. They stand good chance of spreading from one child to another and may be a source of promoting children's literature and developing reading habit.

6.3.2 Television

Remaining pre-dominant mass-media for several decades, the radio was in fine dwarfed in its popularity when television which combines visual aspect with the audio ushered in a new era of mass-communication. Although the development of television is a recent phenomenon compared to all other forms of mass-media, it seems that it is growing faster in its development like a late-comer who surpasses his predecessors because of the radical changes in life style and social temperaments. Like everywhere else, the television has come to exercise maximum influence on day-to-day life in India also. With a nationwide network of telecasting centres and disc antennas mushrooming in every town and village, television has now become a veritable fad, especially with the children. The place of television in the life of a modern child has been rightly described when "it has been said that ours is the first generation to be raised by three parents — father, mother and television".[10]

6.3.2.1 TV Addiction

Statistical studies about the new generation of children growing up in shadow of the small screen have revealed that the children aged between 5 and 15 years in Britain spend on an average about 3 hours a day watching television. By the time of approaching adolescence, many of them spend as much time in front of the screen as in the class-rooms. In the USA a student spends about 10,800 hours in class-rooms by the time of final years in high school and more than 20,000 hours in front of the television screen.[11] Children aged 11-12 years in Sweden watch the TV at an average

143 minutes a day in case of boys and 123 in case of girls. Some children are watching far more.[12] The situation is hardly much different in India. A study conducted by the field staff of Operations Research Group (ORG) of the National Centre for Media Studies points out to general trend that school-going children, particularly in the 10-15 age-group, have become regular viewers of TV programmes, even in households that do not have a TV set. Children from such homes obviously flock to their neighbours and friends to watch the programmes. The study tells that school-going children have become more avid viewers of TV programmes than other categories of viewers.[13] Feature films and the various prime time serials which account for a good number of hours every week are their hot favourites.

TV has in fact grown more or less like an infection turning TV watching almost into an addiction in India where most of the people keep glued to the small screen for several hours incessantly on week-days and most part of the Sunday. Children are rather more fanciful in this respect and would hardly hesitate in creating a scene if the TV is switched off in order to divert them to studies or the home-work. No wonder that TV has earned the ridiculous nick-name of 'Idiot Box' in the west. This name is applicable to the TV in India in even a higher magnitude considering the type and quality of software now being used in India for telecasting on national network as well as in regional programmes.

6.3.2.2 Early Phase of TV in India

TV made its incursion into India in a very modest way on 15th September 1959 when the first ever telecasting centre was commissioned in Delhi. At that time UNESCO made a $ 20,000 grant to study the use of TV as a medium of education, rural uplift and community development.[14]

For about two decades, TV in India remained confined to Delhi telecasting only evening transmissions for few hours daily. Programmes were hardly much absorbing then and the TV sets were few and far between. They had become rather an item of fashionable possession as well as a sort of status-symbol for the comparatively affluent homes. Masses in those days used to think of TV in terms of a substitute for cinema only. Those who were unable to afford a TV set were more curious about it.

6.3.2.3 Network Expansion

Next phase in the field of TV transmission began in late seventies when tribal and backward areas of six states were selected for beaming television programmes through satellite under a programme launched with active support of UNESCO. These programmes were rather educational in nature though the entertainment aspect was not overlooked altogether. Thereafter a massive programme of expansion of TV network began in early eighties and by the middle of that decade most of the cities and towns in the country were covered by the TV transmissions and there was hardly a terrace or roof atop a living-apartment which did not sport a TV antenna. The number of transmission and relay-centres also soared up to a good three figure total. Once the nation-wide network was established, the TV began to increase its transmission hours proffering breakfast TV in the morning and lunch TV during afternoon hours.

6.3.2.4 Trampler of Reading Habit

However, its development was allowed to go a very little ahead beyond the twin objectives of entertainment to the people and spinning money for the public exchequer. As a result it came to have a veritable spate of spots, jingles and multitude of serials which occupy lion's share in total volume of transmissions at present. This proved a high-profile booster in spreading the consumerism throughout the country, casting maximum effect on children who become restless for a particular product advertised on small screen like a dreamland fantasy. Though transmission of educational programmes is also there in small hours, such programmes have not been much successful in catching the fancy of their intended audience due to various factors. As TV allows no spare time to an individual, it is virtually emerging as the most formidable enemy of reading habit. It seems that the small screen is all out to devour even the big books of all times containing wisdom of innumerable generations.

The situation has become apparently alarming and authorities in different fields of knowledge, art, culture and social behaviour have also expressed their deep concern over it. Even a doyen of world-cinema like Japanese film-maker and director Akira Kurosawa confirmed the prevalence of such a situation. While participating in a symposium on 'Relationship of Television with Cinema' alongwith Elia Cazan (USA), Michelanglo Antonioni (Italy) and Satyajit Ray (India), telecast on Delhi Doordarshan in January 1977, he said, "It is a matter of regret for me that television programmes are being shown upto twenty hours a day on several channels in Japan and the result has been perilous to reading-habit. Not only the children but other people also have given up reading books". Elia Cazan also endorsed his view telling that the people have discarded reading books.[15]

6.3.2.5 Right Media for Change

Such a situation in respect of television has developed mainly because those who are responsible to plan and operate the networks have hardly been discerning in their approach. They have perhaps hardly tried to understand that "The purpose of television has been summed up by the familiar triad of Information, Education and Entertainment. The entertainment component regarded as both means as well as an end of programming. However, television should be a tool of ideal communication and not a toy of ideal entertainment."[16]

A majority survey conducted by UNESCO has confirmed that the television enjoys marked success particularly among children, illiterate adults and poorer families. This strengthens the view and belief that television is the right media in order to meet the challenge for change in developing societies.[17]

6.3.2.6 Great Expectations

As Doordarshan's ambitious expansion programme is expected to cover large areas of darkness, it may perhaps be hoped that alongwith the rise in standard of living of the people, their social awareness and emotional sensibilities will also rise. The people would then reject all chaff and retain the grains. The sum total of these discernible changes would be the indicator of transformation in the quality of life of the people. "All the efforts of the mass communication agencies, of the most effective TV media particularly, is rightly directed towards meeting that challenge for change. Time is now for converting the challenge into an opportunity. And it is gratifying that we have made a beginning in seizing the opportunity."[18]

6.3.2.7 Telecasting for Children

Nevertheless, the TV in India has been able to march only a little towards its desired role. As far as the children's literature is concerned it may be mentioned that TV has engaged itself from time to time in telecasting some stories and serials which may be assumed to be a sort of children's literature on screen. This is in relevance to transmissions in Hindi for the TV has also telecast a number of excellent serials with engrossing subject materials and super technical quality in arrangement with some reputed international communication systems like British Broadcasting Corporation (BBC). Serials like 'Panchtantra, Simhasan Battisi, Ek Do Teen Char, etc. have been quite popular with the children.

6.3.2.8 Instigator of Reading

As far as the serials based on welknown literary works like Panchtantra and Simhasan Battisi are concerned, they have been instrumental in inspiring at least a few children to go for reading the original work. Concerned publishers admit a perceptible rise in the sales of these books after the telecasting of serials in question. This may be an indicator of the possibilities that if wellknown works of children's literature appear on a TV network they would play a definite role in acquainting the children with the works and to some extent instigating them for reading the works in original.

As pointed out in the context of radio earlier, the scripts of children's stories, serials etc. which are not based on already published literature may be brought out in book form and the children who have already seen them on screen may like to read them and enjoy again and again in print media. Such a complementary relationship between the print and the audio-visual media would be a very effective way of promoting the children's literature and the reading habit.

6.3.2.9 Decline of Reading Habit

Nonetheless, the crux in the paradox of TV is that the realities are poles apart from the possibilities and probabilities. Instead of supplementing the print-media effectively the growth of TV in India has been weaning the reader away from the book. Like everywhere else, television in India has also been relentless in its marauding onslaught of reading habit. Relevant data from book trade, magazines and libraries provide a confirming note to this effect clearly pointing out at the decline of reading habit parallel to the advancement of television. Asked in this concern, anyone connected with the field can hardly help but to admit plainly, though in pessimistic tone, "Yes, children are definitely reading less these days."[19]

"Among those who staunchly maintain that children's reading has suffered in recent years is Anant Pai of India Book House who has been the pioneering spirit behind Amar Chitrakatha series. "Anyone who tells you otherwise doesn't know what he or she is talking about; or has a particular interest to push, "he says. To support his contention, Pai cites declining circulation figures of children's magazines (including his own). He says, "The decline began around 1984, around the time the television network began to spread its tentacles in India. The drop has been uniform but even areas like Kerala, which were considered to be citadels of resistance to TV have now begun to show alarming erosion of readership."[20]

6.3.2.10 *Sharp Descent*

Comparative figures of membership in children's section of Delhi Public Library from year to year also mark out the sharply dwindling number of readership as has been already furnished in the chapter on 'Role of Libraries'. Issue and return figures may perhaps be illusive in outlining the corresponding decline precisely but sharp descent is too apparent in respect of some years. The trend may be well understood from the yearwise figures of issues in children's section of Delhi Public Library[21] furnished in Table 22.

6.3.2.11 *Making Zombies*

Children in India seem to have developed an irresistible craze for watching TV "According to one report, the average percentage of TV viewing by adults and children respectively in the country's four major cities are: Delhi - 25.5 and 72.4 per cent; Calcutta - 29.0 and 67.9 per cent; Bombay - 28.8 and 64.1 per cent; and Madras - 27.4 and 57.2 per cent. The study also revealed that a total of 64.6 per cent of household feel viewing helps children."[22] But the craze for TV watching in children becomes a matter of concern when one ponders over the type and quality of material mostly telecast on national network and regional channels. As children are hardly

TABLE 22

Yearwise Issue of Books to Children in Delhi Public Library

Year	*Total No. of books issued*
1985-86	15,93,379
1986-87	11,85,169
1987-88	10,76,864
1988-89	11,09,290
1989-90	13,65,719
1990-91	12,15,291
1991-92	11,14,603
1992-93	9,72,145
1993-94	8,95,037
1994-95	8,73,786
1995-96	7,81,940

Source - Annual Reports of Delhi Public Library.

able to discern, and they cannot be expected to do so at their level of mental maturity in general, they keep on watching almost every programme appearing on the small screen. Television has, indeed, "numbed the living room conversation and made zombies out of us. Children are affected the most - for they want to watch every serial with as much earnestness and can not bear any distraction. And in urban areas, where the video is also a status symbol, the choice is wider."[23]

Silverlining for Books

Notwithstanding this apparently perceptible collapsing of reading habit in children some people are optimistic that the situation is unlikely to continue for a long time and children would return to books as soon as the novelty of TV phenomena begins to wear off. Referring to various types of electronics screening by a single category-name of 'Home Computers', Children's author Brogh Girling, founder of annual Readathon which is organised by Books for Students, an organisation supplying paperbacks to schools and libraries, hopefully draws a silverlining when he says, "The dangerous point has been passed at which it was gloomily predicted that children would abandon reading for pleasure because of home computers.

"That was a novelty. Publishing for children is very healthy at the moment and reading has become very popular for children again."[24]

6.3.2.12 Lure of Books

Though the observation of Girling is in western context and the turn seems to be at quite distant a corner in India, some Indians deeply connected with Book Trade and the children's literature also consider the situation as hardly an alarming one. Arvind Kumar, Director, National Book Trust, India holds that "Children with round the clock TV read more than the average child does in India." He says, "I don't think that TV can replace books. On the other hand, It would say if the child does not have an inquisitive mind he will not even watch TV He will not be interested in anything. Whereas a child with an enquiring mind will equally want to read. Also there, the pleasure of possessing books, handling them, feeling their smell and texture, admiring the illustrations, the sheer physicality of it which TV can't provide."[25]

6.3.2.13 Woe Betide the Viewer!

"Where a book scores over other audio-visual media is the direct relationship between child and book, based on a one-to-one contact. A book is the child's window to the world, to open at will. Available and accessible whenever he wants. He will decide which window to open. He has the freedom to exercise his choice. An overdose of audio-visual exposure threatens the child's individuality to a certain extent. Not only the matter but the pace too is pre-determined and he has to keep abreast. He is at best a passive participant. He cannot stop the programmes, request a replay, or ask questions.

"The TV programme merrily continues, unheedful of the child's reactions. Is that why television has earned its label: 'the idiot box'?

"Perhaps I am being too harsh on this medium which in any case has come to stay. Its power cannot be underestimated. It can do enormous good but what is frightening is, that if used without discerning, it can undo more than it can achieve. The level of audience's understanding is bound to be uneven. Not every viewer is able to distinguish between fact and fiction, both projected on the TV screen with equal enthusiasm. If the difference between the two cannot be ascertained, "woe betide the viewer!"[26]

6.4 BOOK OF THE FUTURE

The seemingly curse of TV is not without inherent scope for converting it into a boon. TV and other electronic media can be well availed in the interest of books by using it in a planned way for the purpose as it has been stated that ". . . in a rational information system, the increasing variety of ways and means of imparting knowledge or making communication does not result in the replacement of one approach — the printed word — by another — the picture, but, on the contrary, gives rise to the need for a composite approach combining both operations of the mind for its greater development. A judicious communication policy should make a balanced use of various media to maximize the impact.

"It is true that even in developing countries certain type of books may have to be used with the help of accessories like magnetic tape or gramophone record. But, by and large, the book will continue to reign as a storehouse of knowledge, a repository of culture, a social asset and a valuable pastime. It is also true that some select libraries may prefer to keep certain printed pages in the form of microfiches or microchips. But that is a question of form, not of content. The message remains intact. If at all there is a problem, it relates to the book of the future, not the future of the book".[27]

6.5 MULTI-MEDIA CHILD

As far as the present state of affairs in Indian TV is concerned, it is clearly noticeable that children watch TV avidly and for the most part they watch everything though they hardly seem to be interested in those programmes which Doordarshan in its wisdom earmarks for them. "The reason seems clear enough, most children's programmes, in their zeal to educate the child, miss out on entertainment. . . . For meaningful and appealing television, there is need for a cohesive policy governing children's programming. An atmosphere of willingness to learn has to be created, in which children, programme producers, school teachers and parents are all equally involved. The accent then will be on children becoming active participants, rather than passive receivers. Encouraging children to think and reflect, if one with care, might see the emergence of the 'multi-media child' — That is effective inputs from books, films, television, computers could all go into helping inculcate value-based cognitive and educational skills—an ideal situation in which all media will have a meaningful message for the growing child."[28]

6.6 BOOKS IN CASSETTE FORM

The emergence of multi-media child is not far off in India as the media people have now begun to make use of audio-visual media for the dissemination of children's literature to its readers.

6.6.1 Audio-Cassettes

A beginning in this direction was made by some organizations engaged in preparing audio-cassettes. They brought out audio-cassettes containing recorded form of various items of children's literature in Hindi. A notable name in this field has been the KUNSTOCOM Electronics (India) Pvt. Ltd., an associate of A K C group of companies, Germany. They brought out a number of audio-cassettes of Hindi poetry, drama and stories etc. for the children sometime in the year 1987. Every cassette has a running time of sixty minutes duration and has been priced at Rupees twenty only. The organization informed that about 40,000 such cassettes had been sold out in a short span of only three years.[29]

6.6.2 Video Cassettes

Next step in the field has been the introduction of audio-visual cassettes containing items of children's literature in Hindi. The children's books in Hindi in form of video cassettes have since already appeared and they are now available in the market. 'Lot Pot Videos' of New Delhi has launched a series of story-books for children in Hindi in form of video cassettes. The first cassette of the series has been termed as 'Volume-001' and it contains four stories namely Motu Patlu Aur Thagi, Chiku Khargosh, Kala Ka Jadu and Bhiku Bandar. Second cassette has five stories namely Motu Patlu Ka Naya Hangama (Cartoon), Gillu Gilahari, Jaise Ko Taisa (Cartoon), Kaki Ki Roti and Chatur Khargosh. These moderately priced 'Volumes' of video-books are a novelty in the field of children's literature in Hindi and their sale is picking up. The promoter of the series A.P. Bajaj has informed that Lot Pot Videos sold out more than 3,000 cassettes of 'Volume-001' within a few days from the date of its release for the market. This is in sharp contrast with the sale of printed books which are generally brought out in an edition of 1,000 copies and it takes a long time, sometimes even years, in selling the edition out.

Such books in form of video cassettes hold fabulous promise in respect of their salability which is likely to rise in leaps and bounds with the rapid increase in the numbers of Video Cassette Recorders (VCRs) and Video Cassette Players (VCPs). Lot Pot video cassette is meant for a running time of sixty minutes. It implies the medium of puppets in order to present different characters of the stories. The forms of the puppets used for this purpose are glove, string and rod puppets. At some places an individual form of puppets has only been used whereas at others a combination of two or more forms. The medium of puppet has surely increased the appeal of these cassettes for the children.

6.6.2.1 Expanding Scope

Lot Pot Videos is on way to issue one volume in a video cassette every week. These volumes would have two categories of video-books — one for the children upto the age of 5 years and another for those between the age of 5 and 10 years. Though it has no plan at present for issuing books in form of video cassettes for the children above the age of 10 years but it is quite probable that in coming days either the Lot Pot Video itself or some other similar concern may launch such video books for grown up children also.

As already observed above in case of radio and TV the stories in these cassettes may be brought out in form of printed books also. This would go a long way in popularizing the cassettes on one hand and enriching the children's literature in Hindi on the other. Such a step would definitely be in the interest of developing reading habit amongst the children.[30]

6.7 FILMS

Before the advent of small screen, big screen or cinema has been the most captivating of all media of mass-communication and it exercised a formidable influence on all walks of life ever since its beginning and proliferation during early years of twentieth century. The popular usage of the word 'Film' was meant for cinema film. The term continues in vogue though now video films also virtually form a part of the genre. However, video films invariably bear the prefix 'Video' in references to them.

6.7.1 Children in Films

In course of its rapid advancement over the decades, cinema did not remain content without focussing its attention on the child and a lot of activities goes on the world over in the sphere of children's films. India is no exception. Children have found their place in films and a lot of films made on them or for them. Some films like Boot Polish, Jagriti and Aakhiri Khat are, indeed, the memorable classics furnishing examples of films on children in all the excellence of film craft. Their stories, if made available in book form, may provide a reading treat to the children. This suggestion is applicable to not only all other films based on the theme of children but also to films made for them.

6.7.2 Children's Films

Film-making for children progressed at a very slow pace during earlier half of the present century. Nevertheless, institutions like Children's Film Society and National Film Development Corporation came to forefront later on and devoted their capacities and skills to enriching the treasure of children's films. their multifarious activities are, however, hardly relevant for the purpose of this monograph beyond the suggestion that they may do yeoman's service to the cause of bringing up a child if they make an endeavour to co-ordinate their activities with the promotion of children's literature and development of reading habit.

6.8 THEATRE

Theatre as a medium of mass-communication has a very long tradition dating back perhaps to the dawn of civilization itself. It continued to make its headway and develop all through till the cinema made its advent as a formidable competitor. But theatre successfully withstood the constantly increasing influences of cinema and kept on developing in its own right as a high watermark of performing arts. In course of time both the media came to inculcate a close inter-relation supplementing each other to some extent with an occasional flow of talents from one to another. Though theatre in India did hardly attain the glamour and a grandiose form like Broadway (Newyork), it always had a strong appeal for the people which increased enormously in yester decades marking the renaissance of Hindi as well as regional language theatre. It is now quite a popular medium in its sophisticated and innovative form and exercises considerable influence of social behaviour.

6.8.1 Role in Popularizing Books

A theatrical performance is produced either on the base of an already existing work of literature or on a work especially commissioned for the particular performance. In both ways the theatre draws its theme and its elaboration from a book, published or unpublished. Theatre gratefully repays the debt of a book by popularizing it. The dramas of masters like Shakespeare, Barnard Shaw, Ibson and Arthur Miller provide an unmistakable testimony to this phenomenon. The theatrical performance arouses in its viewer an urge for going through the book itself. This is equally applicable in case of children's literature.

6.8.2 Children's Theatre

Of late children's theatre in Hindi has gained sufficient momentum not only in metropolis but some upcountry cities and towns also. It is playing a significant role in acquainting the children with literary creations forming theatrical performances and thus bringing the child and the book together. The children's theatre in Hindi is positively contributing its mite in the growth of children's literature. This is evident from examples like the activities of Umang, a theatrical group training children for performance in theatrical acts. It organizes workshops, prepares dramas and produces them on stage. The dramas also appear in printed-form. Other groups of children's theatre who do not care to bring out their dramas in print-form may be of some service to the children's literature and reading habit if they follow the noble practice obtaining in 'Umang'.

6.9 ADVERTISING

Advertising though regarded a medium of mass-communication, does not have a physical existence like many a medium falling under the categories of print media and audio-visual media etc. It is rather conceptual in form and is a way of communicating to masses making use of various other types of media.

Beginning some 3,000 years ago in Ancient Greece, advertising has now grown to an all-pervasive position influencing life round the clock in all civilized societies. Advertising has now become verily an indispensable pre-requisite for pushing ahead almost anything or everything. Books and reading habit are no exception. Advertising is, doubtless, the most effective vehicle for propagation of children's literature and pushing the book continuously ahead. Some publishers of children's literature in Hindi are smart enough to understand the power of advertising and they engage in hectic campaigning for their publications. Such campaigns are paying rich dividends to the publishers in shape of rapidly rising graph of sales. This in turn is instrumental in promotion of children's literature and development of reading habit. If some growth of book-culture in Hindi speaking children is conspicuous by its appearance, it is largely due to these advertising publishers.

6.9.1 Instruments of Advertising

Modern advertising is multi-dimensional in its approach, devices and equipments in developed countries. However, advertising in India thrives mostly on a selected number of media instruments consisting booklets and brochures, hoardings, panels, press media and electronic media. The catalogues of publishers are in fact nothing but a type of their advertising process. As far as the publishers of Hindi children's literature are concerned, they prefer to advertise in Hindi newspapers and periodicals which claim the largest chunks from their advertising budgets. A publisher or two have now turned their attention to electronic media for advertising children's books in Hindi. One of them is at present sponsoring a weekly programme highlighting his Hindi publications for children on Vividh-Bharti, the commercial service of All India Radio.

The trend of advertising of Hindi books for children is fast picking up and it is expected that it will play a dominant role in future in blossoming of the book-culture amongst the community of children.

6.10 EXHIBITION

Exhibition constitutes a medium which has been more in practice and less a subject of discussion as one of the potential means of mass-media. The word 'Exhibition' is a noun derived from the verb 'to exhibit' which means the show or display of things to general public. The intention or objective of the exhibition always remains the same. It is just to acquaint the people with one's products or creation and disseminate all relevant information as well as know-how about the products exhibited therein.

6.10.1 Growth of the Medium

Exhibition has established itself as a marvellous source of advertising. However, many a participant in an exhibition does not understand its significance properly. Such participants set up their respective stalls in an exhibition with an expectation of large volume of sales on spot and they hardly visualise the future sales resulting from their participation in the exhibition.

Exhibitions began perhaps in early days a civilization in one form or the other and have now attained colossal proportions manifesting in renowned international trade fairs and expositions organized annually or from time to time at metropolis and other places in various countries. They are common in India as well where thousands of them are held around the year in places across the country. They include exhibitions of specific commodities and the book is one of these commodities.

6.11 CHILDREN'S BOOK FAIRS

Exhibitions of books are called Book Fairs also and they emerged as a popular activity in post-Independence period. However, a book fair devoted exclusively to books for the children came up for the first time in this country during the year 1967 when Children's Book Trust organized an exhibition of children's books as a visual aspect of its marathon workshop on children's literature mentioned earlier. But the credit for making children's book fair almost a regular feature goes to National Book Trust, India which more or less revived the activity in the year 1982 by organizing a children's Book Festival on the eve of 'Children's Week' that year. Children's week is observed from 14th November every year in India which is the birth date of late Jawaharlal Nehru, the beloved 'Chacha' (Uncle) of the children. Thereafter the exhibitions of children's books or children's Book Fairs became almost a regular feature during the children's week and they were held in some other cities also apart from New Delhi. The information about the venues, dates and nomenclatures of children's Book Festivals/Fairs held so far are being furnished in Table below.

TABLE 23

Children's Book Fairs in India

No.	*Venue*	*Dates*	*Nomenclature*
1.	New Delhi	14-23 Nov. 1982	Children's Book Festival
2.	Calcutta	4-14 Nov. 1983	National Children's Book-Fair
3.	New Delhi	20-29 Nov. 1984	-do-
4.	Allahabad	4-14 Nov. 1985	National Book-Fair
5.	New Delhi	14-30 Nov. 1987	-do-
6.	New Delhi	14-24 Nov. 1988	-do-
7.	Bombay	30th Dec. 1988 - 9th Jan. 1989	Children's Book-Fair
8.	Banglore	1-10 Sept. 1989	-do-
9.	New Delhi	14-23 Nov. 1989	National Children's Book-Fair
10.	New Delhi	1-10 Dec. 1990	Children's Book-Fair
11.	Calcutta	24th Dec. 91 to 4th Jan. 92	National Children's Book-Fare
12.	New Delhi	28th Dec. 91 to 5th Jan. 92	-do-
13.	Gawhati	10-18 October, 92	Children's Book-Fair
14.	New Delhi	2-10 Jan. 93	Children's Book Fair

(*Contd.*)

TABLE 23 (*Contd.*)

No.Venue	*Dates*	*Nomenclature*
15. Delhi	2-10 October, 93	-do-
16. Hyderabad	27th Nov. to 5th Dec. 93	-do-
17. Delhi	26th Dec. 93 to 10th Jan. 94	-do-

During 1994-95 Book-Exhibitions at 20 different places of Delhi were organized.

The fairs held during the years 1988 and 1989 were the parts of Nehru Birth Centenary Celebrations.

As far as exhibiting the books for children is concerned, several types of general exhibitions, expositions and fairs including trade fairs often accommodate stalls for books and literature which exhibit children's books and other educational materials also.

Though the performance of Indian, especially Hindi, books for children in these fairs has been none too impressive in terms of sales which caused complaining gestures among publishers, it has been observed that these fairs have gone a long way in boosting the book consciousness amongst the young folks.

6.11.1 Opening International Market

Children's Book Industry in India now seems to be on an anvil for further intensification of its readership and sales base. The industry has, no doubt, made its headway to a take-off stage and the Hindi children's books have literally taken-off when they for the first time went to an international children's book fair held in Bologna, Italy during April, 1989. An Indian delegation from the book trade went to the fair where National Book Trust, India and Association of Writers and Illustrators (AWIC) had displayed Indian books for children. "This experience at the Book Fair has given us a new insight into the field of children's literature. It has also made us aware of the tremendous potential for Indian Books in the world market. It is for writers, illustrators and publishers to adhere to international standards. The Government on its part must give the necessary assistance, so that through this new international market for children's literature we can provide good Indian books to the children of the world."[32]

Apart from Children's book fairs, books for children are doing very well in general book fairs also. It has been observed that children's books recorded a sale more than other books during New Delhi Book Fair held in 1989. But the high sale figures include a considerable volume of Children's books from abroad as well as books in English published in India. The situation leads to an introspection which the trade of Hindi books for children should try to take in all its earnest and strive to rise to a level at least equivalent to that of English in production value and salability. A modest beginning in the direction seems to have come underway but ahead lies a long course.

6.12 ALTERNATIVE MEDIA JUSTLING

One may be well advised to recall the prophetic words of John Milton who says, "A good book is the precious life — blood of a master spirit." Quoting him Philip Attenborough further adds, "what Milton said 350 years ago is as true to-day as it was then - even if he could have had no conception of the new media which would one day challenge the book.

"And that brings me to my next point. For good or ill - and they are not all bad - I believe the various audio - visual media to be a challenge to the book, not a threat to it. I am absolutely confident that the book as we know it — and specifically the children's book - will be flourishing, albeit in a changing environment, not just in fifty years' time but in a hundred years' time and beyond. And, in the process, it will benefit from the alternative media justling for space — and children's attention — around it."[33]

It would therefore, be quite reasonable to assume that all other types of media are not going to adversely affect the development and growth of children's literature any way in the long run though electronic audio-visual media appeared to cause a lot of apprehension about the future of a book in wake of their sweeping socio-cultural invasion. TV in its stage of geometrical expansion, no doubt seemed to wash away the book but the spate of its charisma as a novelty has now already begun to recede and the book is emerging out as the more powerful a source of perennial wisdom. The book is destined not only to live on but also to advance further and so is the children's literature in Hindi.

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7

Institutional Activities

Like many other fields of human activities, children's literature in Hindi was also in the beginning an affair handled by individuals. But as the field began to expand and grow, institutional approach crept in and various types of institutions began to emerge in this field which kept on growing in importance. In due course institutional approach became order of the time pari passu with the growth and proliferation of corporate sector in the economic sphere.

7.1 CATEGORIES OF INSTITUTIONS

Institutions involved in the field of children's literature can be classified into four broad categories viz. (1) Publishing Institutions. (2) Distributing Institutions, (3) Service Institutions and (4) Promotional Institutions. This classification is based on the type of work or activity which the concerned institution adopts for itself. Some institutions are engaged in more than one type of functions as well e.g. National Book Trust, India; Publications Division, Government of India; and Association of Writers and Illustrators, New Delhi etc. are some of the institutions which perform two or three types of functions. Though every institution has its own approach and way of working in relation to children's literature, all of them are espoused to a common objective. It is to take the book to the child or to bring the child to the book, in other words bringing the book and the child together.

7.1.1 Publishing Institutions

As far as the aspect of publishing is concerned, the bulk of children's books in Hindi is coming out from individual publishers or publishing firms or companies owned by individuals which can not be termed as institutions and such publishers have already been discussed in preceding chapters. The share of publishing by institutions for the children is comparatively meagre. Prominent institutions engaged in publishing for the children are — National Book Trust, India; Publications Division, Government of India; National Council for Educational Research and Training (NCERT); Children's Book Trust, New Delhi and India Book House Pvt. Ltd., Bombay. Of these the three mentioned earlier function under the aegis of Government of India. The other two are working as trusts formed by the non-Government agencies or individuals. According to informations supplied by these institutions in response to questionnaire on market survey, the figures of their annual as well as total Hindi book publications and in all Indian languages including English for children are furnished as under :

Children's Books from Major Publishing Institutions

	Hindi		*All Languages*	
	Annual	*Total*	*Annual*	*Total*
1. National Book Trust, India	25	225	50	1,716
2. Publications Division, India	15	155	22	900
3. N C E R T	Not available		Not available	
4. Children's Book Trust	20	280	45	900
5 India Book House Pvt. Ltd	20	700	Not available	

It is noteworthy that the books published by these institutions compare favourably not only in material, textual as well as visual, and production values but they are also moderately priced. Recently, 'Indian Council for Child Education', a New Delhi based institution, has also embarked upon the programme of publishing children's literature. It has commenced the venture with the publication of 'Who's who of Children's writers, editors, illustrators' in English. It seems probable that this council may undertake publishing of children's books in Hindi also.

7.1.2 Distributing Institutions

7.1.2.1 Raja Rammohun Roy Library Foundation

As regards the function of distribution, the institutions mentioned above are engaged in no other activity beyond selling their own publications. Nonetheless there are institutions which have distribution of children's books as their main activity. But such institutions are not many and only one institution of this type deserves a special mention. It is 'Raja Rammohun Roy Library Foundation, Calcutta', an autonomous organisation established and sponsored by the Department of Culture, Government of India. The Foundation came into being in May 1972 on the auspicious occasion of the bicentennial birth anniversary of Raja Rammohun Roy. The main objective of the Foundation is to promote and support public library movement in the country by providing adequate library services and by developing reading habit all over the country.[1] The Foundation is engaged in multifarious activities conducive to its objectives. Yet as far as the children books and libraries for them are concerned, it is functioning as a central agency for the distribution of children's books which it does directly as well as in an indirect way by providing grant-in-aid to children's libraries at various levels all over the country. The grant-in-aid is provided not only for the purchase of books but for the library furniture and necessary equipments also.

7.1.2.2 Assistance to Children's Libraries

Besides being an aid-giving-body, the Foundation is a national agency for co-ordinating, monitoring and developing the public library services in the country.[2] As school libraries do not fall in the category of public library, they find no place in the schemes of this Foundation. A scheme of the Foundation envisages 'Assistance to Children's Libraries or Children's sections of General Public Libraries'. Assistance under the scheme is given from two sources : (i) Matching Source and (ii) Central Source. When assistance is rendered from the matching source, the responsibility for selection, purchase and distribution of books is vested in the state authority and when assistance is rendered from the Central Sources, the Foundation is responsible for selection and supply of the books.[3] Terms and conditions for assistance from Matching Source lay down that the books purchased in a public library should preferably include 20% books for the children. On the other hand children's libraries are entitled for a grant of Rs. 5,000 per annum for each library. This grant is released in two equal instalments of Rs. 2,500 each. However, second instalment is released only when an audited statement of accounts for the consumption of the first instalment is submitted. So far the Foundation has been providing such assistance down to the level of district libraries only but it is planning to render similar assistance to those reputed children's libraries also which are below the rank of a district library.

7.1.2.3 Assistance since its Inception

During the period of two decades since its inception to the year of 1994-95, the Foundation assisted 19,438 libraries of various levels including State Libraries, District Libraries, Sub-Division/Taluka/Tehsil Libraries, Nehru Yuvak Kendras, Town and Rural Libraries, Mobile Libraries, Rural Book Deposit Centres and NSS Centres and others.[4] Of this the break-up of libraries at different levels in Hindi speaking states is given in Table 24.

TABLE 24

Statement of Number of Libraries Assisted upto 1994-95

Name of the State		*DL & SCDiv.*	*SDL & Taluka*	*TRL*	*BDC*	*NYK*	*JBB*	*Other*	*Total*
1. Bihar++	1	31	24	1624	—	13	1	—	1694
2. Haryana	1	5	—	44	—	2	6	—	58
3. Himachal Pradesh	1	11	—	143	—	8	1	5	169
4. Madhya Pradesh	1	29	20	2005	—	11	2	—	2068
5. Rjasthan	1	29	9	38	—	12	—	—	89
6. Uttar Pradesh	1	56	—	589	—	28	2	—	676
7. Chandigarh	1	—	—	1	1	1	1	—	5
8. Delhi	—	—	—	1	—	2	—	—	3

++ Fig. Upto 1981-82.

Source: Raja Rammohun Roy Library Foundation: Annual Report 1994-95 Appendix VIII.[5]

These figures are indicative of the role of this Foundation in respect of distribution of Children's literature, direct as well as indirect. But they may be somewhat illusive as it was gathered that the guidelines in respect of purchasing 20% of the books out of children's literature only are hardly being followed in the earnest by most of the states.

7.1.2.4 Academies in States

Other institutions which are engaged in the work of distribution of children's literature to some extent are the Academies of languages and literature functioning in different states. These academies run schemes of financial assistance for the publication of books and often get-back in their turn a number of copies of assisted publications. Such copies are distributed to various institutions and libraries.

7.1.3 Service Institutions

Institutions engaged in service in respect of children's literature are in fact only the libraries at various levels, functioning almost in all cities and towns and of course, a number of villages in India. Except these libraries, there is virtually no other institution which can be termed as 'Service Institution' for the purpose of promotion of children's literature. Since libraries have already been dealt with in a separate chapter there is hardly any need to make further discussion about them at this point.

7.1.4 Promotional Institutions

Promotional activities in respect of children's literature are being carried on by numerous institutions in a number of ways. These activities may be broadly categorised into four types on the basis of their nature. The types are (a) Research (b) Encouragement (c) Co-ordination and assistance and (d) Awards and honours. Many of the institutions are engaged not only in one but two or three or even all the four types of activities also.

7.1.4.1 AWIC

An institution conspicuous by its indulgence in all the four types of the promotional activities is none other than Association of Writers and Illustrators for Children popularly known by its abbreviated name 'AWIC'.

In a short span of just about a decade of its existence AWIC has been in the forefront in promoting and developing children's literature in India through its diverse programmes and activities in accordance with its objectives which are "to write, inspire to write, discuss, review, revise, edit, translate, publish and produce reading material for children. It was also envisaged that the association would hold monthly meetings for discussing manuscripts submitted to them, hold seminars for the promotion of writing for children, assist writers and illustrators in the exchange of knowledge and information with other organisations in this field. Besides this, the Association is also to promote research and surveys in the area of Children's literature. Competitions and prizes are to be established to encourage deserving writers and illustrators. In general, the Association is forum for all persons interested in children's literature. The AWIC also promotes the reading habit in children."[6]

7.1.4.2 Broad-based Organization

Over the years AWIC kept on accelerating the pace of its wide-ranging activities and has since emerged as a broad-based organisation registering prolific growth in the number of its members to a glorious figure of one thousand. Nonetheless, more important than the number of members is the representation and participation of the people from all walks of life connected with the field of children's literature. They include "Writers, illustrators, editors, publishers, librarians, teachers or just parents."[7]

7.1.4.3 Children as Judges

In an endeavour to provide an orientation of children's books more appealing to children, AWIC has launched an unique scheme of prizes during the birth-centenary year of Jawaharlal Nehru. An unusual feature of these prizes is the fact that the actual judges who decide their awards are none other than the reading children themselves.

Divided in two categories of children, one below 10 years and the other one above 10 years, the prizes are meant for one each from writers,illustrators and publishers in Hindi and English languages separately for both of the individual category of age-groups. Prizes for Hindi are named 'Bal Priya Puraskar'. The first ever competition for these prizes invited books published after 1985 for consideration. Response from the publishers was good enough and the books on different subjects were submitted for consideration. These books were circulated among large number of children through Area Libraries of AWIC working in different parts of Delhi. The books were in circulation for three months among children from families belonging to all walks of life and different economic background. The children keenly involved themselves in assessing the books and filled the evaluation forms, at places with their own quaint remarks. People at AWIC only tabulated these forms in order to arrive at the final decision about the prizes.[8] Manorama Jafa, Secretary General of AWIC informs that AWIC has become member of International Board on Books For the Young People (IBBY) and entrusted to work as its Indian Section since the year 1990. This has on one hand brought AWIC in international reckoning in the field of children's literature and on the other placed new responsibilities on its shoulders.

7.1.5 Numerous Institutions

Other institutions engaged in promotional activities in the field of Children's literature are NCERT, CBT, NBT and Indian Council for Child Education, New Delhi. Apart from these, a number of universities and different academies established by the Central and State Governments also play a vital role in the development of Children's literature. Some Government departments and private organizations are also contributing their mite in the activities conducive to the growth of Children's literature.

7.1.6 NCERT

Formed with the objective of assisting and advising "The Ministry of Education and Social Welfare, Government of India in the implementation of its policies and major programmes in the field of education, particularly school education"[9] NCERT engages in mutli-dimensional activities, one of which is the preparation and publishing of books for the children, text-books as well as books for reading. NCERT organises seminars, symposia and workshops etc. and undertakes, aids, promotes and co-ordinates research in the field of children's literature. As a measure of improving the quality of children's books in Hindi, NCERT has resorted to an innovative practice in preparation of books being published under its series 'Padhen Aur Seekhen'. An author commissioned for preparing a book under the series is invited to a camp after the writing of about one third of the book where he is required to read out the text to an audience consisting of specialists of the subjects and teachers with a view to elicit their reactions on the text. The author is supposed to fashion the book in the light of suggestions tendered at the camp. The exercise is repeated once again when the book is completed. This process has been found quite helpful in increasing the readability of the book.[10]

7.1.6.1 CML

NCERT is also running a Children's Media Laboratory (CML) in collaboration with UNICEF since the year 1977. CML is engaged in research with an objective of discovering and developing 'inexpensive and effective media of educational and entertainment value for children of pre-primary and early primary school age."[11] The area of work for CML includes the medium of print and graphics and the activities connected with this area are the development of picture books, cards, posters and games.[12] As a result of activities in this medium, a large number of picture books have been developed and printed for children.

7.1.6.2 National Level Awards

NCERT awards prizes to authors and illustrators of Chilldren's books once in every two years. It is notable that these prizes of national level are four in number of the Hindi books whereas two each for books in other Indian languages and English. If a book submitted for the purpose does not come upto the standard for awarding the prize but is otherwise considered of a high standard, NCERT may award a certificate on it.[13]

The scheme of prizes mentioned above was originally launched by the Delhi Administration. It was run by the Ministry of Education, Government of India from the year 1955 to 1969 and thereafter transferred to NCERT. The amount of each prize used to be from Rs. 1,000 to Rs. 5,000 upto the year 1983 when the amount was fixed to a definite figure of Rs. 5,000.[14] An upward revision of prize money since the competition for the year 1990 has brought up the amount to become Rs. 10,000. (For further break up see note below Table 26).

7.1.7 CBT

Registered as non-profit making society in 1957,. Children's Books Trust (CBT) has since come of a long way in the promotion of children's literature. A parent body of AWIC, described above, it has handed over many of its activities to AWIC and both the organisations work in close co-operation with each other. Devoted to promote the production of well-written, well-illustrated and well-designed books for children, CBT has published hundreds of titles, a good number of them in Hindi. A synthesis of wholesome reading material and minimum possible price has made CBT books an excellent choice for the children and they are playing a significant role in inculcating reading habit in the children as well as encouraging the preparation and production of good books for the young generation. CBT has devised its own way of selecting a manuscript for publication. CBT organises workshops which attract authors with their respective manuscripts and the material is discussed threadbare. Thereafter necessary amendments are made in light of the criticism and suggestions offered at the workshop. "The workshop also enlists the co-operation of a panel of children to assess and give their opinion on manuscript and that way those for whom the Trust publishes books also participate."[15] Finally, the workshop recommends the manuscript for publication and CBT includes it in its publishing programme.

7.1.7.1 Propeller of Illustrations

CBT organizes seminars and symposia which bring-forth a good deal of research in the field of children's literature. CBT is pioneer in bringing together the authors, illustrators, editors, translators and publishers of children's books. In fact it is the institution which established the importance of illustrations in the books for children, a vital aspect neglected seriously before its advent in the field.

CBT has introduced an alluring competition for authors of children's books in Hindi in the year 1987. The annual competition is held for the award of 31 prizes ranging from Rs. 1,000 to Rs. 10,000. The prizes are earmarked for nine categories of genres for the children of different age-groups. The scheme is unique in as much as it gives away a total amount of Rs. 1,31,000 (Rupees one lakh thirty one thousand) in prizes and the amount of the five highest prizes is Rs. 10,000 each[16] which used to be just double the amount of prize at national level awarded by the Government through NCERT, till the year 1990-91 when the prize money for national level awards was also increased to Rs. 10,000.

7.1.8 NBT

National Book Trust, India (NBT) is also contributing quite a lot in the promotion of children's literature. It is the only publisher which gets a book translated into all the fourteen major languages of India and publishes them. However, it may also be mentioned here incidentally that the manuscripts accepted by NBT for publication are mostly in English. Manuscripts of Hindi are accepted in a meagre number. This tendency needs to be altered if an encouragement to authors of Children's literature in Hindi is to be provided in a real sense.

7.1.8.1 Competitions for Children

NBT is helpful in the field of research in Children's literature as it keeps on time to time organization of seminars and symposia on the subject. However, its most notable activity in promoting children's literature is the organization of exhibitions and book-fairs for the children's literature as already described earlier in the preceding chapter. An encouraging feature of such exhibitions and fairs is the organization of various types of on-spot competitions for the children who keenly participate in them and win prizes. Such competitions may prove beneficial in scouting writing and illustrating talents in young generation.

7.1.8.2 Schemes of Financial Assistance

"In pursuance of its objective to promote the publication and widespread distribution of a variety of books at reasonable prices, the National Book Trust has initiated schemes to provide financial assistance to private publishers and voluntary agencies for producing selected books for children and neo-literates and school dropouts, whereby the Trust makes direct payments to both the author and the illustrator and, in addition, bears the expense of preparing the positives of selected manuscripts. These schemes benefit not only authors, illustrators and publishers but also children and neo-literates who get suitable books at very reasonable prices.

Under these schemes the Trust provides positives of the illustrations and of the text to the publisher on the condition that the selling price of the book would not exceed $2^1/_2$ times of the direct per unit cost of production (paper, printing and binding)".[17]

7.1.9 Indian Council for Child Education

Indian Council for Child Education (ICCE) is a newly formed organization which is striving to establish the first ever children's university in the world. ICCE proposes to open five units for different fields connected with the education for all round development of a child. One of the units would be in form of an Institute of World-wide Children's Literature and audio-usual media as well as a large library.[18]

7.1.9.1 Aditya Prabha Trust Awards

ICCE has been entrusted by Aditya Prabha Trust with the responsibility of organizing on its behalf two awards of Rs. 25,000 each, one for an educationist/teacher and the other for an author of children's literature.[19] The first ever of these awards in the field of children's literature has gone to a Tamil writer.[20] However, it is open for all the languages and authors of Hindi books for the children may also aspire to get this prestigious and the biggest award in the field of children's literature in India. ICCE has also started a tradition of honouring authors, illustrators and publishers of children's literature and has already honoured a number of them.

7.2 UNIVERSITIES

Some universities in India are now-a-days encouraging research on the subjects connected with the children's literature in Hindi. Consequently a few Doctoral theses have been prepared in recent decades and some of them are now available in published form also. But the consciousness of universities in this field seems to be only sporadic though such research may prove useful to some extent in improving the lot of Children's literature in Hindi. Such an awareness in universities is really a welcome development as they seem to have remained as good as lackadaisical about research in this field. It is interesting to note that only 2 of the 1798 theses submitted in Hindi Departments of Indian Universities from 1857 to 1970, were related to children's literature in Hindi. There has been an annual submission of 3-4 hundred theses in Hindi Departments thereafter but they included only 6 more theses about children's books in Hindi so far which becomes evident from Table 25.

(Bibliography of Doctoral dissertations : Social Sciences and Humanity published by Association of Indian Universities, New Delhi intimates about submission of only 8 theses so far in Hindi Departments of various universities as evident in Table 25.

TABLE 25

Children's Literature in Doctoral Dissertations in Hindi Departments

Year	*Dissertations of Children's Literature*	*Total No. of Dissertations*
1977-1978	Nil	385
1978-1979	Nil	345
1979-1980	Nil	302
1980-1981	Nil	414
1981-1982	Nil	379
1982-1983	1	355
1983-1984	1	410
1984-1985	Nil	355
1985-1986	1	288
1986-1987	1 Duplicate	345
1987-88	1 Entry	388
1989	2	417
1990	Nil	316
1991	2	302

There seems to be about an equal number of doctoral theses more on children's literature in Hindi which have apparently not been included in the above mentioned bibliography. The thesis of Krishna Chandra 'Rashtrabandhu' constitutes an example (See Annexure - 8).

Apart from Doctoral thesis, a number of post-graduate dissertations have also been submitted to the universities from time to time on different aspects connected with Hindi literature for the children. Jiwan Nayak in his article in Children's literature in Indian languages' mentioned of 9 such dissertations submitted between 1952 to 1955. Some more dissertations about the field appear to have been submitted in later years.

7.3 ACADEMIES

Academy sponsored by the Central Government for promotion of literature is working under the name of 'Sahitya Academy'. Its Executive Board has decided to take up some of the best works of children's literature in different languages for translation into other languages. The efforts of Sahitya Academy may lead the project to become a milestone in the development of children's literature in India. The Academy also proposed that creative literature may also be accepted for publication under this programme. Conceived as a tribute to the memory of Jawaharlal Nehru on the date of his birth-centenary, the envisaged programmes are likely to take a realistic shape in coming days.[21] There is hardly a need to emphasize that languages included in the programme would have Hindi as an important one for the translation from other languages and vice-versa.

7.3.1 Assistance for Publishing

A number of State level Academies connected with Hindi language, literature and culture run the schemes of awarding prizes on the books of children's literature in Hindi. Some Academies like Hindi Academy of Delhi Administration have provision of financial assistance for publishing books in Hindi. Though such assistance is not explicitly earmarked for children's literature, it is open to all kinds of books in Hindi and may be availed for publishing books of Children's literature also. Such assistance is usually given on the condition that the copies of the books of value equal to the amount of assistance may be tendered to the respective Academy in return. The Academy distributes these copies to different institutions and agencies. Thus the book reaches in more and more hands. This scheme is proving helpful to the authors and publishers and it is instrumental in fostering the cause of children's literature in Hindi.

7.4 NATIONAL AWARDS FOR PRINTING AND DESIGNING

Likewise some Government departments, especially the Language and Culture Departments, also award prizes on Children's books in Hindi and provide assistance for publishing them. The Department of Audio-Visual Publicity (DAVP), Ministry of Information and Broadcasting, Government of India has started annual awards since 1955 which are known as 'National Awards for Excellence in Printing and Designing.' The awards are now given on numerous categories of print-jobs in books and other publications. "One of the categories is for children's books — which include story-books, text-books, art-books and others. For children's books, awards are given for printer, publisher and designer. In each category, a first prize, a second prize and a certificate of merit are awarded."[22]

Bal Bhavan and National Children's Museum, New Delhi, an institution founded and run by the Government of India, has also organized a seminar on children's literature in Hindi way back in the year 1963. The organization has also published some useful Hobby books for the children in Hindi. At present the Bal Bhavan Society India every year organises National Seminar on Children's Literature. The papers presented in the seminar are also published in book form.

7.5 PRIVATE AGENCIES

A number of non-government institutions, organizations and agencies are actively engaged in promoting the children's literature in Hindi. They undertake variegated activities for the purpose like organising seminars, symposia, conferences, workshops, camps etc. assisting publications in some or the other way and awarding prizes on books and honouring the authors, illustrators, publishers and others. Most of such organizations and agencies hardly have enough resources to carry on their work in this field smoothly. Yet the devotion and enthusiasm of the persons connected with these often bear fruits and some worthwhile achievements come to the forefront. Their activities are playing a significant part in expanding the awareness and consciousness of cross-sections of the society about the Children's literature.

7.6 AKHIL BHARTIYA HINDI PRAKASHAK SANGH

One such organization is the 'Akhil Bhartiya Hindi Prakashak Sangh'. A federation of Hindi Publishers. It is endeavouring hard for an objective that book publishing is recognised as an Industry by the Government. Such recognition would make it eligible for credit, loans and advances from the commercial banks and other financial institutions and would enable the publishers to overcome hardships in respect of funds. The sangh is also taking up with the Government the matter of supply of printing paper at concessional rate for publishing books which include Hindi books for the children also. On the other hand, the sangh engages in publicity through circulars etc. and other media for encouraging the publishers to improving the quality of their books and participation in book fairs and exhibitions. The activities of the Sangh are yet to assume a well-planned shape which can make it a potential vehicle for the propagation of book-culture.

The Federation of Indian Publishers confers awards for excellence in book production for 14 categories of print jobs, including children's books.

7.7 INTERNATIONAL CO-OPERATION

International organizations like UNESCO, which is working as a cultural wing of United Nations, are also playing a role in promotion of children's literature. Asian Cultural Centre for UNESCO (ACCU), established in 1971 in Tokyo (Japan), has started Asian/Pacific Co-publication programme (ACP) with a view to providing inexpensive high quality books to children in the region, especially those who lack appropriate reading materials, and to promote international understanding and a sense of solidarity through those books. Under this programme the entire editorial procedure from planning to publishing is carried out in co-operation with all participating countries. Manuscripts and illustrations prepared by authors and artists in respective countries are first published in English as the Matter edition. Then each country publishes local language versions and distributes them to children.[23]

The Organization is engaged in manifold activities in the sphere of Children's literature and it is organizing various programmes like symposia, seminars, training courses and researches for developing reading habit and improving production and distribution of concerned materials.

7.8 AWARDS, PRIZES AND HONOURS

Awards and prizes on Hindi books for the children and honours to their authors etc. are now numerous. They are being given in Table 26 in a tabulated form.

7.8.1 Prolific Numbers — Little Avail

Whatever the awards, prizes and honours are in the field of children's books in Hindi, they all have been instituted with an intention of providing impetus in the field of children's literature and uplifting the quality of books but all these awards, prizes and honours are proving of very little avail as they are prolific only in their numbers. Every institution or organization has its own considerations and ways in selecting an author or the book for its awards. As there are no well set standards or norms for judging the excellence of a book or its author, an award is very often conferred out of considerations other than the definite merits. So the awards are not producing desired effect. Such a situation calls for earnest attempts to make necessary changes in order to make these awards something more than just honorific. They need be made result-oriented in the interest of children and their books.

It is really interesting to observe that every now and then some or the other agency comes up with a programme of new prizes and honours in the field of Children's literature. It is really not necessary that there should be a large number of awards, rather, at the national level, there should be two or three, but these should be properly organized, with well defined criteria, perhaps one each for author, illustrator and publisher. The competitions and due dates should be given the widest publicity and the outcome too should be recognized."[24]

7.8.2 Feeble Status of Awards

Awards for Children's literature in Hindi are far behind in their status and prestige compared to their counterparts in respect of Hindi Literature for the adults. Literature for adults is now being honoured through a number of national and state level awards,

TABLE 26

Awards and Prizes for Children's Books in Hindi

Name of the Institution & Award	*Year of starting the Award/ Prize*	*Level of Award/Prize/ Honour : Govt./ Non-Govt.*	*Periodicity/ No. of competitions held*	*Participants eligibility*	*Amount etc.*
1	2	3	4	5	6
1. AWIC (Bal Priya Puraskar)	1989	Non. Govt.	Annual/1	(a) Writer (b) Illustrator (c) Publisher	
2. NCERT	1955	National Govt.	Once in two Years/2	(a) Author (b) Publisher	(a) 5000/-* (b) Certificate
3. CBT	1987	—	Annual/2	Author	(a) 1,000 to 10,000
4. Hindi Academy	1989	State Govt.	Annual/2	Author	(a) 2100/- & (b) Trophy
5. Hind Pocket Books (Saraswati Award)	1989	Non-Govt.	Annual	Illustrator	10,000/-

1	2	3	4	5	6
6. Language Department, Punjab	—	State Govt.	—	(a) Author (b) Publisher	(a) 1000/- 1500/-
7. Indian Council for Child Education	1985	Non. Govt.	Once in two years/3	(a) Author & Editor (b) Publisher (c) Artist	(a) Momento (b) Shawl (c) Citation
8. Bhartiya Bal Kalyan Sansthan, Kanpur	1981	National Non-Govt.	13 Comp.	(a) Author (b) Illustrator (c) New Author	(a) 501/- (b) Momento (c) Citation Certificates
9. Rajasthan Sahitya Academy, Udaipur (Shambhu Dayal Sexena Bal Sahitya Puraskar)	—	State Govt.	Annual	Author	2,100/-

1	2	3	4	5	6
10. Smt. Ratan Sharma Samiriti Nayas	1995	Non. Govt.	Annual (on 6th October every year)	Author	(a) 5,00/- (b) Certificate (c) Momento.
11.. (a) Shakuntala Sirothia Bal Sahitya Puraskar	1984	Non-Govt.	Annual	Author	(a) 1,001/- (b) Consolation prizes 101/- each
(b) Dr. Ram Kumar Verma - Bal Natak Puraskar	1988	Non-govt.	Annual		501/-
12. Nagri Bal Sahitya Sansthan, Baliya (U.P.)	1986	Non-Govt.	Annual	(a) Citation Author	(b) Shawl (c) Fare
-do- (Shri Ram Sinhasan Sahai 'Madhur' Smriti Bal Sahitya Puraskar)	1990	Non-govt.	Annual	Author	—

1	2	3	4	5	6
13. Raj Bhasha Department, Bihar Govt. (Dr. Amar Nath Jha Bal Sahitya Puraskar)	1984-85	Govt.	Annual	Author	5,000/-
14. Himachal Bhasha Avem Sanskriti Vibhag, Himachal (Chandradhar Sharma Guleri Puraskar, It includes Children's literature as well. No separate award for children's literature.)	1987-88	Govt.	—	Author	10,000/-

1	2	3	4	5	6
15. Uttar Pradesh Hindi Sansthan, Lucknow					
(a) Bal Sahitya Bharti Samman	1991	Govt.	Annual	Writer	15551/-
(b) Sur Puraskar (Namit)	1991	Govt.	Annual	Writer	11000/-
(c) Sur Puraskar (Anusansha)	1991	Govt.	Annual	Writer	5000/-
(d) Sohan Lal Dwevedi Kavita Samman	1993	Govt.	Annual	Writer	11000/-
(e) Amrit Lal Nagar Bal Katha Samman	1993	Govt.	Annual	Writer	11000/-
(f) Dr. Ram Kumar Verma Bal Natak Samman	1993	Govt.	Annual	Writer	11000/-
(g) Acharya Krishan Vinayak Phadeke Bal Sahitya Samiksha Samman	1993	Govt.	Annual	Writer	11000/-

1	2	3	4	5	6
(h) Pt. Lalli Prasad Panday Bal Sahitya Patrakarita Samman	1993	Govt.	Annual	Writer	11000/-
(i) Shiksharthi Bal Chitrakala Samman	1994-95	Govt.	Annual	Illustrator	11000/-
(j) Nirankari Dev Sewak Bal Sahitya Itihas Lekhak Samman	1995	Govt.	Annual	Writer	—
(k) Jagpati Chaturvedi Bal Vigyan Lekhan Samman	1995	Govt.	Annual	Writer	—
(l) Subhadra Kumari Chauhan Mahila Bal Sahityakar Samman	1994-95	Govt.	Annual	Writer	—
(m) Pt. Uma Kant Malviya Balyuva Lekhan Samman	1994-95	Govt.	Annual	Writer	—

Note: Informations received through Information Centres of different states and other agencies.

* Revised to Rs. 10,000/- from the year 1990-91. For age group 5 - 8 years Rs. 5000-00 goes to author and Rs. 5000-00 is given to Illustrator and for age group of 9 - 15 years 10000-00 goes to the author.

* According to different age-groups and genres of literature 31 prizes to authors are given every year.

*** Revised to Rs. 5,100 from competition of the year 1988-89 held in 1991.

many of them sponsored by Central and State-governments and also private agencies. Gyanpeeth Puraskar is verily the most prestigious literary award in India sponsored by a private publishing house named 'Bhartiya Gyanpeeth'. It carries a cash award of one and a half lakhs of rupees. The award is open for outstanding contributions in all major languages of India. Madhya Pradesh Government has instituted some awards of the value of rupees one lakh. One of them called 'Shikhar Samman' is for Hindi literature. Likewise Uttar Pradesh Government has an award of rupees one lakh named 'Bharat Bharti Pursakar' for the Hindi literature.

7.8.3 Need for Change in Tendency

One may well understand the difference in treatment meted out to children's literature. It shows that the children's literature is not regarded as important as the literature for adults and the literary circles hardly take it too seriously. They are perhaps reluctant to realize that the creation of children's literature is comparatively more tough a job than writing for adults and it needs more encouragement in terms of prizes and awards. So there is virtually a need for instituting really prestigious awards in this field in order to attract talented authors and illustrators as well as the enterprising publishers. The present tendency of considering the Children's literature in Hindi only as a juvenile affair deserving no more than a casual treatment will have to be dispensed with in order to create a congenial atmosphere for its healthy growth.

7.8.4 Selection for Awards

Actually the selection of literature for awards is part of a very complex field. "The basic aspects that need to be considered when either creating awards or assessing them include the following:

1. Rules of entry, i.e., eligibility in terms of nationality, date of publication, type of literature, children's age-group.
2. Terms of award e.g. the best literary book/outstanding book in any year, best total work, most popular book, outstanding illustration, outstanding information book, new talent, best on a theme, most socially useful, best translation or outstanding contribution to the world of Children's literature.
3. Nomination e.g. via publisher, librarian, reader.

4. Judges e.g. writers, librarians, publishers, literary critics, graphic experts, children.
5. Methods of assessments e.g. procedures, time scale, individual and collective judging.
6. Criteria for selection, related to the terms of the award.
7. Value of the award e.g. medal, money or prestige or all of these.
8. Possible effects of awards e.g. raising the standards of writing and illustration, encouraging writers and illustrators; rewarding merit; giving recognition and publicity to the Children's book world; providing a basis for quality collections of Children's literature."[25]

7.8.5 International Awards

Incidentally one may be well advised to look at some international awards in the field of Children's literature. "IBBY (International Board on Books for Young people) organizes the 'Hans Christian Andersen Awards' every two years; one for an author and one for an illustrator whose work form an outstanding body of literature. 'International Jane Addams Children's Book Award' is given by the Women's International League for peace and Freedom and the Jane Addams Peace Foundation. 'International Reading Association Award' is given annually to an author showing unusual promise in Children's book writing. Two awards are given at the Bologna Book Fair, now a celebrated international event. 'Critici in Erba Prize' is given for the best illustrated book and is selected by a jury of children. The 'Graphic Prize' goes to a children's and young people's book considered best from the technical and graphic viewpoints by a jury of experts.

'Awards for services to the world of Children's Literature' examples include the 'Eleaner Farjeon Award' in Britain, the 'Spanish National Prize' in Spain and the 'Constance Lindsay Skinner Award' in USA. These are awarded to researchers, critics, lecturers, promoters of children's literature in organizations and areas, and who in many cases also write books for or about children and their books."[26]

The rules, criteria and rewards vary from country to country in respect of awards mentioned above but "whatever form of evaluation or selection of Children's books takes place, it involves consideration of the objectives, the needs, interests and abilities of child readers and the literary criteria, graphic quality and production. It requires also an understanding of the place of each book in comparison with others in the world of children's literature — an understanding which develops with knowledge and experience."[27]

7.9 NEED FOR GUIDING AGENCY

It is rather perplexing that awards in India are established without clearly spelling out their objectives as well as organizing a proper system to govern and implement their programmes. As awards are a potential source of bringing about talent and quality in lime-light, there can hardly be any doubt about their relevance and they need to be nurtured, fostered and encouraged at all levels in every possible way.

Not only the facet of awards and prizes but all of the institutional activities in respect of children's literature in Hindi also seems to be going on without much consciousness about their desired result in the cause of promoting this vital ramification of literature. There can hardly be any doubt about the purpose or sincerity of the active institutions and devotion and zeal of their members yet all these have hardly been able to break much ice because institutions right from local upto international levels are working their own way in almost isolation from each other. They have now to understand the need for working in unison in a co-ordinated way. Organisations in some institutions call for restructuring and their programmes need be made result oriented. This can be achieved if there happens to be some co-ordinating and guiding agency in the matter of institutional approach towards children's literature in Hindi. It may be mentioned here that National Centre for Children's literature has since become operational under aegis of National Book Trust, India and it may be well utilized for this objective. It may perform the role of guiding agency for the institutions in this field inter alia with its manifold activities.

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8

Concluding Observations

The study of the 'Growth and Development of children's literature in India', as discussed in foregoing chapters, leads one to the conclusion that the Children's literature has come a long way ahead since its virtual sprouting about more than a hundred years age during the times of Bhartendu Harishchandra. But it has yet to make a lot of headway in order to rise upto the needs of reading children as well as desired standards. Its growth has been quite slow as far as the quantity of books is concerned which becomes more pronounced when compared to the fact that about thirty percent of the population in India has Hindi as its mother-tongue and the books of childrens literature in Hindi published during the bygone decades used to be comparatively richer in the matter of contents as per the need of time, though the production values were hardly much sophisticated.

Now the emphasis seems to be more and more on production values and the contents have been relegated to a backyard except in few cases where both the aspects have been accorded equal importance. It may also be observed that most books of the Children's literature in Hindi constituted a kind of literature which the elders deemed fit for thrusting upon the childfolk according to their own fancies without taking into account the aptitudes, likes and dislikes of the children. This has perhaps been one of the main causes of children's indifference towards reading material and the gradual erosion in reading habit. Various studies made in the matter out to the fact that the children are invariably keen to read if they come across a book conforming to their interest. However, there has been little care in the matter of taking such books to the children which they would like to read.

The study has revealed the existence of a vicious circle coming in way of the growth and development of children's literature in Hindi before taking up to deal with the 'Reasons for slow growth''. Nevertheless in subsequent chapters it is revealed that there is a whole plethora of vicious circles influencing the field adversely. These circles will have to be broken simultaneously and concerted and well-planned efforts will have to be made in the direction of promoting children's literature in Hindi if the gap between the books and the child is to be bridged. Such an objective can be well achieved by resorting to certain measures which may be the following:

(1) First and formost is the awareness of guardians about children's literature. It has been observed, as discussed earlier, that majority of them does have no sound opinion about the importance of books other than school books in the development of wholesome personality of children. Such misgivings in their minds may be overcome by educating them in the matter through various means like mass-media and other campaigns.

(2) Similarly, it has been observed that the children's literature in Hindi has hardly been able to keep pace with the explosion of knowledge, so evident in the world today. Broadly confining to beaten tracks, it remains rather lukewarm in picking up new fields of knowledge and themes of development. The producers of children's literature in Hindi need be more alert about the overall changes taking place everywhere and also responsive in absorbing them in the subjects and themes of their books intended for the children. It may be noted here that the children are quick enough in grasping the changes and they get disappointed when they miss upto-date informations in their reading material.

The growth of new fields of knowledge brings in its train numerous new terms, words and phrases. They may be so used that a child of average intelligence feels no difficulty in understanding their connotations, meanings and significance. It would be relevant to reassert in this concern that the producers of children's books should never lose the sight of suitability of a children's book to a particular age - group of the children, since the requirements of a child in respect of material as well as language keep on changing with advancement in his age. This aspect has already been dealt at length in the relevant chapter. It would rather be enough to add here that the work for bringing out graded dictionaries and glossaries etc. as per the needs of different age - groups of children need be geared up as early as possible.

(3) Incidentally it would be appropriate to emphasize once again the need for an international bank of illustrations for children's books. One hardly needs to re-emphasize the importance of illustrations in children's books.

Study about the production and distribution of children's books in Hindi and the market survey conducted for this purpose have resulted in a good number of suggestions from the publishers with a view to create more congenial environment for all round development in the field of reading material for children. So it would be relevant to mention here all these suggestions which are being given hereunder. The percentage of publishers tendering the particular suggestion is also being furnished with every suggestion.

Suggestions from Publishers:

1. Paper of good quality at reasonable rates	38.99%
2. Project for developing reading & book-buying habit	20.12%
3. Reading-habit oriented education policy	18.23%
4. Bank loan facility to Book Industry	13.20%
5. Channels of Libraries all over India	12.57%
6. Raising awareness in parents through TV	11.94%
7. Concessional Postal & Freight charges	11.32%
8. Need for publicity through mass-media in programmes for families	11.32%
9. Reasonable rates of books	10.69%
10. Need for well-knit distribution network	10.06%
11. Preference to Private Publishers in Government Purchase	9.43%
12. Uniform rate of discount all over India	8.17%
13. Nominal charges of advertisement on mass-media	8.17%
14. Continuance of OB Scheme (Scheme has been discontinued)	8.17%
15. Sanction for quota of paper to publishers of good manuscripts	7.54%
16. Government purchase on merit basis	7.54%

17. Special discount to students	6.91%
18. Encouragement to author etc. through prizes	6.91%
19. Simplification of Government procedures	6.28%
20. Exemption of expenditure on Children's books from Income Tax	5.66%
21. Books on different subjects and age-groups	5.66%
22. Compulsory book-shop in every colony	5.03%
23. Restrictions on import of books	3.77%
24. Well-designed, well-furnished Book shops with attractive displays	3.77%
25. More selection Tools/Book-Reviews	3.77%
26. Display of books at public places	3.14%
27. Directory of Publishers, Distributors, Book-Sellers	3.14%
28. Uniform excise duty on printing machines	2.51%
29. Need of standards for printing	2.51%
30. Author's command on language	2.51%
31. Restoration of Income Tax concession	2.51%
32. Formation of Children's Book Council	2.51%
33. Translation of good books in all languages	1.88%
34. More funds for Libraries	1.88%
35. Subsidized rates of rent for Book-stalls	1.25%
36. Circulation of book-lists by the Central Government	1.25%
37. Compulsory Library legislation in all states	1.25%
38. More Commission to Book-sellers	1.25%

As most of the points related to these suggestions have already been discussed in adequate details at various places it is hardly called for to discuss them again. However, some suggestions mentioned above still remain to be considered at length. They deserve to be looked into by various agencies which would be involved in some way or the other if they are materialised. A sympathetic attitude towards the genuine problems of book-producers and an earnest approach to square out them on the part of all concerned would definitely bring about a lot of improvement in the field of children's literature in Hindi.

(4) It has already been stated earlier that any endeavour of taking books to child would bear optimum results only when the likes and dislikes of children are ascertained and more and more books are produced keeping their reading preferences in view. And the only way to ascertain the preferences of a child is verily the development

of an effective feed-back system. However, feedback system as yet remains virtually a Cinderella in Indian book world. Attempts to obtain feed-back from the readers are only sporadic and one comes across them only as an exception. Moreover, these occasional attempts also hardly bring about any noticeable response with the result that further attempts in the direction are abandoned. In fact, feed-back system would remain grossly ineffective unless its importance is realized by all concerned right from the producer of a book down to its readers. The situation calls for concerted efforts with a view to educating the people in respect of feedback. This would be, doubtless, a task which the producers, distributors and service institutions connected with books have to take up seriously. Accomplishments in this direction would be instrumental in opening the doors for the growth of book-culture as well as reading habit and upbringing the Hindi books for children to a more savoury and readable level.

(5) The gap between Hindi speaking children and their books becomes more incorrigible due to a paradox pervading in all Hindi regions of India. An incredibly large majority of Hindi speaking families lives on limited resources and the families are practically unable to spare any purchasing power for providing extra-curricular reading material to their children. Others who can afford purchasing of such books for their children usually go for books in English. So, a library remains the only way out for a rendezvous of the Hindi Children with their books. As such the institution of library begets a roll more important in the context of children's literature in Hindi than any other field of books.

Apart from numerous other advantages, library ensures maximum utilisation of a book as a single copy may be used by several persons over a period of time whereas a copy purchased by an individual generally serves only a person or two. This way library proves the most cost efficient medium in respect of reading material of all sorts. As far as the sale of children's books in Hindi is concerned, it is widely observed that almost all print-runs, whatever they may be, are sold out to libraries. Therefore, it may broadly be asserted that the very existence as well as survival of publishing sector in respect of children's books in Hindi depend more or less on libraries. The small print-runs of Hindi books themselves allude to a grim reality that the number of libraries catering to Hindi children is pathetically meagre. No wonder that publishers advocate for more and more expansion of library channels.

They hold that increase in library channels would create demand for bigger print-runs which would result in reduction of per copy production cost and would bring down the price of a book to a level expedient in encouraging the individual purchases also in addition to larger institutional purchases. The process of expanding library channels may get momentum if the library legislation is at hand to work as a catalyst. It is, indeed, astonishing that almost all Hindi states are rather oblivious of the need for such a legislation and only Haryana has made a beginning in the direction recently where as a good number of non-Hindi states have already equipped themselves with library legislation long before. As such a legislation is a subject of state list, the responsibility in the matter devolves on respective states. It is high time that Hindi States should wake up about their obligation in this respect.

(6) Apart from opening new libraries, there remains a pressing need to streamline already existing libraries and expand their shapes and services. This work can be carried out properly only when adequate funds are channelized for this purpose. Libraries serving the children in Hindi regions, whether children's sections of public libraries or the children's libraries, are no doubt, experiencing severe shortage of funds which is hard to make good, yet even more important than funds is the dedication of individuals devoted to the cause of providing library services to the children. Dedicated workers can produce miraculous results in this sphere even with very little or negligible resources.

It is heartening to note that the concept of libraries for the children is now laying its roots in India. A number of children's libraries have come up in many cities and towns in the states of Hindi region, still these states seem to be far behind in this respect when compared to some of the non-Hindi states. As the children in Hindi states are generally seldom in a position to buy books for extra-curricular reading, the number of children's libraries in these states need be augmented at a rapid pace. It would be apt to add here that a sizeable network of children's libraries may be established only when the government and non-Government organisations as well as library professionals work in unison towards this end.

(7) Notwithstanding the growing recognition to the concept of a children's library, it is disgusting to note that the concept of a children's librarian is yet to find a place in India. Libraries serving the children generally have no staff with some sort of training in librarianship for the children. In fact the realization is yet to emerge that the librarian and other staff in a children's library should be different in many a respect from that of a general library.

Many libraries or wings serving the children are being run by the personnels who have no acquaintance even with rudimentary knowledge of library science. The situation calls for immediate measures expedient to introduction of courses at various levels with a view to train librarians for the children's libraries or wings. Some orientation courses may be introduced in the beginning as a preliminary step which would acquaint in the meanwhile the staff already serving in libraries or wings dealing with the children, with the proper ways and means of providing effective services to the member children.

A librarian trained especially for a library serving the children becomes a desirable lot more because he is required to play a pivotal part in bringing the child and the book together. His position virtually makes him a nodal point linking him directly with producers of books like publishers, authors, illustrators, editors on one hand and users of books like the children, their parents and the teachers on the other.

A children's library with enviable collection and highly skilled librarian may also have to encounter problems in providing efficient service if it lacks the necessary reference tools. Therefore it would be of prime importance to equip a children's library with the necessary reference tools including encyclopedias, bibliographies and catalogues from the publishers etc.

(9) A children's library would do well if it organizes various socio-cultural extension activities for its members from time to time. Such activities may include organization of story-hours, lectures, puppet shows and different types of competitions. Provision of toys and indoor games would be instrumental in attracting young children to a library.

(10) The institution of library can be availed to its fullest advantage by the children only when an effective co-operation interlinks the public libraries, children's libraries and the school libraries. They may engage in exchange of books and also take up functions of one another interalia with their own functions from time to time as per the need of prevailing circumstances. The children's libraries can go a long way in serving the children if they pay more attention towards organizing mobile services and expanding them wherever they are already existing. Taking library to the door-steps of children is perhaps the most positive way of inducing book-culture in young generation.

(11) Realization of literature's relationship with the media remained unknown for quite long a time until the society developed a consciousness about the role and power of media. Gradually, it was recognized that the books themselves constitute a medium, more permanent in nature compared to various other types of media. In due course, the growth of newspapers and magazines and later on the electronic media established a marked interdependence of literature and the media.

Children's literature in Hindi found its way into newspapers and periodicals ever since the early days of its blossoming, though in an extremely limited manner. The trend has improved only a little as yet. Nevertheless, it is being generally felt that children's literature should get more space and importance in Hindi newspapers and periodicals in general. The reviews of children's literature also need be made a regular feature in such publications. This is desirable particularly in order to create awareness in the society about the children's literature and its positive role in intellectual upbringing of a child.

(12) Electronic media, particularly the television, have become a topic of hot debate all over the world with reference to its impact on reading-habit and book-culture. The situation has become alarming mainly due to the fact that the irresistible appeal of television has been rallied to stand in confrontation with the literature due to unwise planning of network programmes. It has been widely observed everywhere that despite watching the small screen for long hours, a child somehow manages to find time and opportunity for reading a book he is really interested in. This aspect has been discussed at length in the relevant chapter and there is

hardly any need to state anything more on the role of television beyond adding that a proper perspective in this respect has now begun to emerge with the growing realization that television may play an unique role in the development and growth of Children's literature by supplementing the print-media very effectively.

The network programmes of electronic media, radio and television, may do well by ear-marking a slice of their busy schedules for the introduction of children's books and their producers. Reviews of books and interviews with the producers would establish a link between the readers and producers of books. This would ultimately result in creation of new interest about the literature in multitudes of children and encourage them to read books. The talks and discussions about the utility of children's literature on the network would also enlighten the parents about the positive role of literature in the development of a child and dispel their misgivings in this regard.

(13) The small screen has also opened new vistas for proliferation of literature through video cassettes which are being visualized as books of the future replacing the print on paper.

(14) Activities of children's theatre are getting momentum since some years and the developments in this field are destined to definitely enrich the Children's literature in Hindi. Such activities deserve all encouragement, support and patronage from the society in the interest of children and their literature.

(15) Puppetry has also staged a revival in recent days and has come up as an attractive form of dissemination of children's literature. The fascination of puppetry may well be availed for taking literature to the child in an interesting way. Emergence of video cassettes has opened new avenues for the purposeful use of the art of puppetry in developing children's literature.

(16) Exhibitions and fairs have been a popular medium for promotion of products and spreading messages since a long time and now they have emerged as an effective way of campaigning. Publishing industry availed this medium by way of Book Fairs which began to attract book lovers a couple of decades ago. These book fairs use to have a good volume of children's books in Hindi displayed in many stalls. Later on National Book Trust, India began to organize Children's Book Fair which has now become a regular

feature. Though children's book fairs are now being held at many cities from time to time, there is a pressing need for accelerating their frequency and taking them to small towns also in order to popularize books and boost book-culture amongst the children who need them most.

Such book fairs are desirable more so as the children get catalogues of books intended for them. It may be significant to note that they hardly happen to find such catalogues anywhere else. Catalogues facilitate the children in knowing about the books and also allure them to select books for their reading. It may also be added here that some catalogues like that of Hindi books need be toned up a lot. It is disheartening to note that the importance of a catalogue is yet to be properly understood in India's book trade and a large number of publishers consider it only a superfluous formality. Consequently they generally bring out only leaflets or folders produced in the most casual way and such catalogues very often contain nothing more than the names of authors, titles and prices. Such publishers need to look at the catalogues of their counterparts in advanced countries, particularly the West.

(17) The catalogues should be highly attractive and well produced in every respect. Beside the names of titles and authors they should contain suitable annotation or brief description alongwith every entry and should also be properly illustrated. Publishers with limited resources as well as small number of children's books may well be advised to form a pool for this purpose and publish a combine catalogue, more or less on the lines it is being done by publishers in the west, particularly of children's books in English. An excellent example of such a catalogue may be seen in 'Complete List 1990' brought out jointly by Heinemann Youngs Books, Hamlyan Children's Books, The Parent & Child Programme and Methuen Children's Books (See Annexure No. 9). There may also be an agency for bringing out catalogues of children's literature and every catalogue brought out by it may contain information about titles published by several publishers in most attractive and useful manner.

Institutional approach regarding the promotion of children's literature has begun to gain some significance in India. However, numerous institutions delving in this field have their own individual ways and means. There seems to be hardly any noticeable cooperation and coordination amongst institutions working in this field. So either a lot of duplication occurs at various levels or several important aspects escape due attention. Such a scattered institutional approach is proving only of a little avail in promoting Children's books.

(18) National Centre for Children's Literature, the newborn baby in the crib of National Book Trust, India perhaps holds some promise of probability in this matter but there seems still a long course ahead before the hopes may turn into expectations. Nonetheless, this agency need be made sufficiently broadbased and all pervasive exercising a benevolent authority over the entire domain of children's literature in the country. It may also be made to act as a veritable advisor to the Government in respect of policies regarding Children's literature.

(19) Awards, prizes and honours for Children's literature have grown considerably during recent days in India. Still they seem to be significant only in their prolific numbers and have hardly attained a stage where they may be deemed as really prestigious. A good many of them have been instituted only for namesake. This is true particularly in respect of Hindi. The most disgusting factor about the prizes is verily the meagre amount proffered as prizes. Even the National prize for Children's literature in India has been as low as Rupees five thousand only for a long time and despite its upward revision announced in April, 1991, it is still just Rupees ten thousand whereas prizes in other fields of literature exceed even Rupees one lakh in some cases.

The small amounts of prizes for Children's literature widely reflect the status of children's literature in the society and allude to a grim reality that the field is being considered only as some sort of a Lilliputian affair. The situation calls for a thorough rumination and necessary steps to upgrade the prizes to an extent where they could be considered honourable in true sense. The multiplicity of prizes may also be dispensed with and a number so small prizes may be pooled or combined in order to form a respectable prize.

(20) It is also being observed that institutions awarding the prizes and honours abide by their own criteria and the prizes in general are not governed by any standard norms. It may be pointed out in this context that the standard criteria should be fixed for selections and the prizes and awards should be conferred only to

those who really deserve them. Prizes of respectful amounts on one hand and the evaluation with an emphasis on high-standards set for them on the other would certainly accord all round recognition to children's literature in Hindi and go a long way in encouraging it.

In fine, it may perhaps be relevant to state that the children's literature in Hindi has come up a long way in its course of growth and development over a period of more than a century. Its advancement in post-Independence era has been remarkable. Yet the achievement seems to be far from being satisfactory when compared to progress in the field of children's literature in many other countries and even in some other languages of India itself. The time has come when the Hindi world has to consider the importance of children's literature in a judicious perspective and properly understand its role in fashioning the character of its future citizens and the nation-building thereby. The children's literature could make its headway towards the objective of rising equal to the occasion only when vigorous efforts are made in a well planned and systematic way in all spheres connected with it. And it may well be added that a library remains the most viable way of taking a book of literature unto the last child in India.

ANNEXURE 1

How to Promote Reading Habits in Asia and the Pacific: 1988 ACCU Report

21st Training Course on Book Production in Asia and the Pacific (Promotion of Reading Habits and Book Development) was held by ACCU, in cooperation with UNESCO, Japanese National Commission for UNESCO and Japan Book Publishers Association from 13 to 31 October 1988. ACCU's training course has dealt with the production of books in the past 20 years in order to promote book development in the region. However, its efforts can only be fruitful if it is also concerned with the promotion of reading habits among the people. This is one of the most vital and pressing issues in the region, and that is why ACCU's 21st and 22nd courses are focusing on this problem. The 22 participants from 17 countries included those involved actively in the promotion of reading habits, such as librarians, teachers, writers, editors, reading consultants, etc. Lectures on reading promotion activities, development and use of effective materials, village libraries, story telling and reading aloud, etc. were delivered by the experts, and visits to libraries, home libraries and reading promotion groups were conducted.

The details of problems relating to the promotion of reading habits were discussed through exchanging of experiences, and plans of practical solutions were drawn up for action as follows:

MOST SERIOUS PROBLEMS RELATED TO PROMOTION OF READING HABITS IN ASIA AND THE PACIFIC

1. The Role of Teachers and Parents

- Teachers do not motivate children to read anything other than textbooks. Parents give low priority to reading compared with pursuing their own material and social success.
- Parents do not encourage children's reading as much as they should.

- Teachers and parents do not know what type of books children like and do not encourage their children to read.
- Teachers and librarians are not properly trained and encouraged to assist pupils in acquitting reading habits.

2. Uncoordinated and Unsustained Book Promotion Activites

- Lack of coordinated and sustained book promotion activities among government bodies and other agencies involved in the book industry.
- Lack of aggressive promotion of the reading habit by the TV and other mass media.
- High cost of advertising in the mass media resulting in publishers not being willing to publicise new titles. Thus readers do not know what titles are available.
- Interacting with people is preferred to reading as an activity.
- Reading is not given high priority in daily life.
- Negative attitudes towards reading: for example, reading is not as fashionable as some other activities.
- Social conditions do not allow people to read.
- Adults and children prefer to watch TV rather than read books
- Not enough time set aside in school for reading.

3. Lack of Cheap High-quality Books

- Lack of high quality books (content and presentation) that are available at reasonable prices.
- Insufficient reading materials on the market to cater for the reading needs of the various age groups.
- Lack of efficient translation and reprints of foreign books locally.
- Most textbooks are really boring. They lack good interesting illustrations.
- Lack of professionalism in the publishing industry.
- Most publishing companies are only interested in making money.
- Lack of good talented writers.
- Good quality children's books are very expensive.
- High cost of books prevents reading from becoming a popular habit.

4. Inadequate Library Facilities and Personnel Training

- Insufficient library facilities in rural areas, slums, etc. and poor understanding of library usefulness.
- Inadequate library facilities particularly in the rural areas.
- Librarians are not trained to promote reading for pleasure.

5. Poor Educational Policy and Planning Regarding Reading Promotion

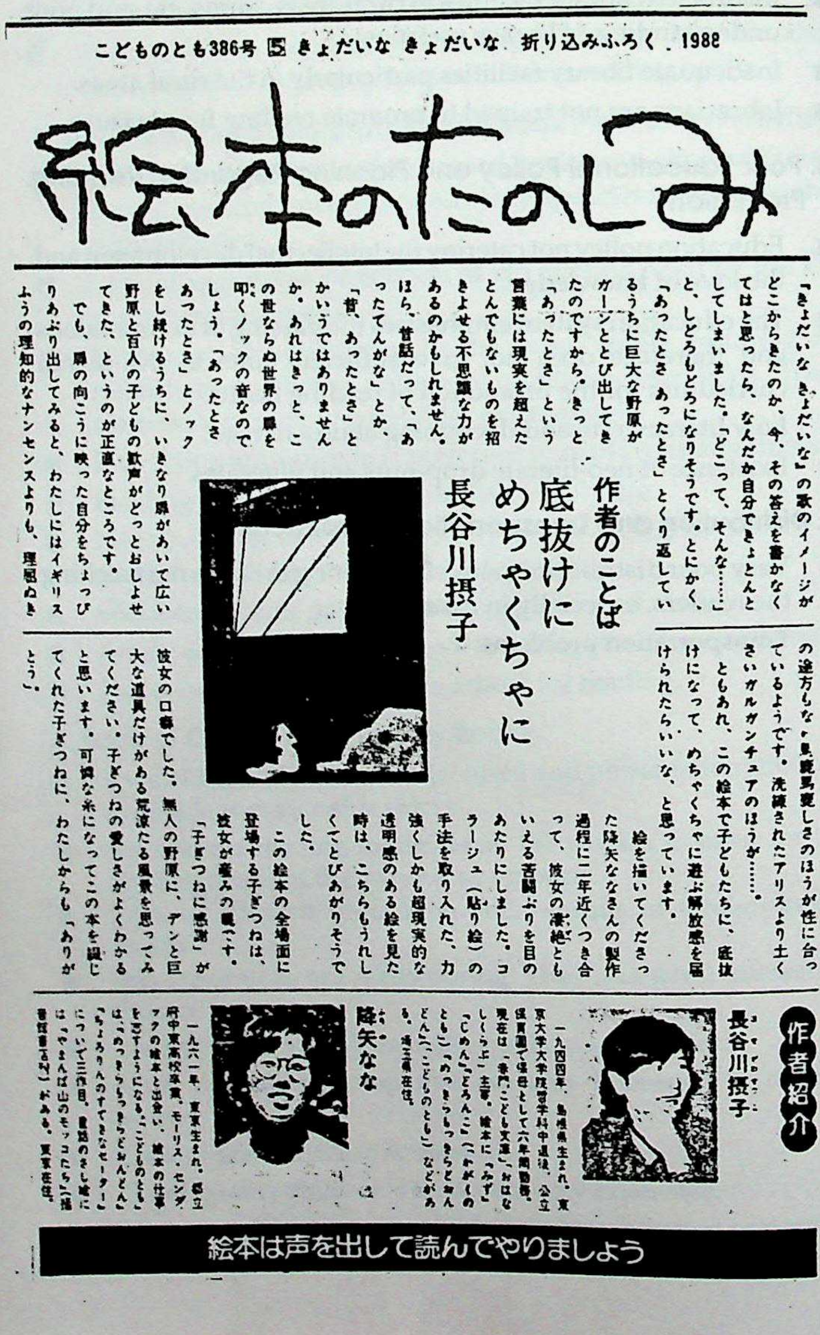
- Education policy not catering for intellectual development and the love of knowledge.
- The education system emphasises the passing of examinations and therefore does not give sufficient time in the school curriculum for the promotion of reading habits.
- Low literacy rate and decreasing ability to read.
- Existence of neo-literate drop-outs and illiterates.

6. Distribution and Transportation Infrastructures

- Very poor distribution network resulting in books not reaching the readers, especially in rural areas.
- Transportation problems.

ANNEXURE 2

Mother's Page



こどものとも386号 15 きょだいな きょだいな 折り込みふろく 1988

絵本のたのしみ

作者のことば

底抜けにめちゃくちゃに

長谷川摂子

『きょだいな きょだいな』の歌のイメージがどこからきたのか、今、その答えを書かなくてはと思ったら、なんだか自分できょとんとしてしまいました。「どこって、そんな……」と、しどろもどろになりそうです。とにかく、「あったとさ あったとさ」とくり返しているうちに巨大な野原がガーンととび出してきたのですから、きっと「あったとさ」という言葉には現実を超えたとんでもないものを招きよせる不思議な力があるのかもしれません。ほら、昔話だって、「あったてんがな」とか、「昔、あったとさ」とかいうではありませんか。あれはきっと、この世ならぬ世界の扉を叩くノックの音なのでしょう。「あったとさ あったとさ」とノックをし続けるうちに、いきなり扉があいて広い野原と百人の子どもの歓声がどっとおしよせてきた、というのが正直なところです。

でも、扉の向こうに映った自分をちょっぴりあぶり出してみると、わたしにはイギリスふうの理知的なナンセンスよりも、理屈ぬきの途方もない馬鹿馬鹿しさのほうが性に合っているようです。洗練されたアリスより土くさいガルガンチュアのほうが……。

ともあれ、この絵本で子どもたちに、底抜けになって、めちゃくちゃに遊ぶ解放感を届けられたらいいな、と思っています。

絵を描いてくださった降矢ななさんの製作過程に二年近くつき合って、彼女の凄絶ともいえる苦闘ぶりを目のあたりにしました。コラージュ（貼り絵）の手法を取り入れた、力強くしかも超現実的な透明感のある絵を見た時は、こちらもうれしくてとびあがりそうでした。

この絵本の全場面に登場する子ぎつねは、彼女が産みの親です。

「子ぎつねに感謝」が彼女の口癖でした。無人の野原に、デンと巨大な道具だけがある荒涼たる風景を思ってみてください。子ぎつねの愛しさがよくわかると思います。可憐な糸になってこの本を綴じてくれた子ぎつねに、わたしからも「ありがとう」。

作者紹介

長谷川摂子

一九四四年、島根県生まれ。東京大学大学院哲学科中退後、公立保育園で保母として六年間勤務。現在は「赤門こども文庫」「おはなしくらぶ」主宰。絵本に『みず』『じめん』『とろんこ』（かがくのとも）『めっきらもっきらどおんどん』（こどものとも）などがある。埼玉県在住。

降矢なな

一九六一年、東京生まれ。都立府中東高校卒業。モーリス・センダックの絵本と出会い、絵本の仕事を志すようになる。「こどものとも」は『めっきらもっきらどおんどん』『ちょろりんのすてきなセーター』について三作目。童話のさし絵に『やまんばは山のモッコたち』（福音館書店刊）がある。東京在住。

絵本は声を出して読んでやりましょう

連載インタビュー　26

〈聞き手〉長谷川摂子

長　新太　—その2—

漫画のこと　絵本のこと

長　新太（ちょう・しんた）
1927年　東京生まれ。
「がんばれさるのさらんくん」(1958年)
「おしゃべりなたまごやき」(1959年)
「ぴかくんめをまわす」(1966年)
「かさもっておむかえ」(1969年)
「きみとぼく」(1970年)
「おしゃべりなたまごやき」(改訂版)(1972年)
「それほんとう？」(1973年)
「ごろごろにゃーん」「わたし」(1976年)
「おなら」(1978年)
「なんじゃもんじゃ博士」(1979年)
「めのまどあけろ」(1981年)
「にゅーっするするする」(1983年)
「ぞうのたまごのたまごやき」(1984年)
（以上　福音館書店刊）

長谷川摂子（はせがわ・せつこ）
1944年生まれ。保母を六年したあと、現在は埼玉県所沢市で「赤門こども文庫」「おはなしくらぶ」を主宰。絵本に「みず」「じめん」「めっきらもっきらどおんどん」(以上福音館書店刊）など。創作に「人形の旅立ち」「山」「猫の国」（福音館土曜日文庫「少年の日に」に収録）がある。絵本の評論にも活躍している。

長谷川　小さいころから、漫画がお好きだったんですか。

長　ぼくは、小学校二年ぐらいのときから、漫画家になろうって気持ちがあったの。それでね、理想像っていうのが、あったんですよ。朝起きると、いいお天気で、障子のところに朝日がさしていて、そこに、スズメの影がうつってるの。スズメがチュンチュン鳴いていて、さてこれから起きて、漫画でもかこうかな——そういう漫画家に、ぼくはなりたいというような作文を書いたことがあるんです。(笑)で、今、朝起きて、スズメがチュンチュン鳴いていると、ああやっぱりなれたのかな、これでいいのかな、なんだか変だななんて、自分で思ったりするけど。

長谷川　かくことは、そのころから、お好きで？

長　教科書の横っちょに、漫画なんかかいて、先生によく怒られたりしてました。

長谷川　小さいころ読んでいて、お好きだった漫画とかは？

長　ぼくらの時代は、「少年倶楽部」っていうのがあって、好きでしたね。

長谷川　「冒険ダン吉」とか——。

長　「のらくろ」とか。そうそう、このあいだバッタリ、田河水泡さんに初めて会って、感慨無量というか、このおじいさんが「のらくろ」をかいてたのかなんて、不思議な気がしました。その人が今、目の前にいるということが、不思議というか。

●一枚漫画のこと

長谷川　長さんは、一枚漫画というのを目ざして、漫画をかいてらしたと、うかがったことがありますが、「少年倶楽部」に載っていた漫画というのは、コマ漫画でしょう？

長　そうですね。日本の漫画は、今でもほとんどコマ漫画ばかりです。一枚漫画というのは、読者が知的参加をしなきゃいけないところがあるわけ。キャプションは割合短かめで、絵を見て、読者があれこれ考えるということが多い。コマ漫画みたいに、手取り足取り全部見せていくという形じゃないから、日本じゃ、あまり盛んにならない。

長谷川　一枚漫画は、どういうところで、ごらんになったんですか。

長　戦後、アメリカの「ニューヨーカー」という雑誌に、割合いい一枚漫画が載っていた時代があって、非常に優れた人たちが出たんですよ。ぼくたち漫画少年は、そういう人たちに憧れてた。スタインバーグとか、ジェームズ・サーバーとか、アンドレ・フランソワとかね。アメリカとかフランスとかイギリスでは、こういう一枚漫画の画集が、他の絵画の画集と並んで一緒に売ってるんですよ。だから、漫画の概念っていうのが、日本とそもそも違うみたいね。日本では、コミックとか劇画みたいなものを、漫画っていうでしょ。

長谷川　日本というのは、西洋文明をどんどん吸収して、追いつき、追いこせみたいなことをやってきているのに、一枚漫画のことでは、そうはならないんですね。

長　そう。だから、心ならずも、コミックや劇画の方に行っている人もいる。一枚漫画っていうのは、ものすごく奥が深くて、わかってみると、非常におもしろいものなんですがね。ところが、一枚漫画だと、本屋でパッと立ち読みしたら、おしまいというふうになって売れないとか言われる。(笑)本当は、何回も繰り返し、絵を見て味わうとい

う面が、一枚漫画にはあるんだけどね。前に『朝日ジャーナル』で、もう亡くなった文楽とフランキー堺が対談やっててね。文楽に言わせると、寄席から帰ってから、自分の家のトイレへ入って、その落ちがわかってワーッと笑うっていうぐらい、昔の落語の落ちというのはひねってあったんだけど、今の人たちは、全然そういう考え落ちなんてわからないからだめだって。一枚漫画のおもしろさも同じで、知的参加ができないとだめっていうかね。

●絵本のこと

長谷川　長さんの初めての絵本というのは、『がんばれさるのさらんくん』でしたね。おとなの一枚漫画から、子どもの絵本を作られるようになったきっかけは？

長　ぼくの漫画を見て、堀内誠一さんが、カメラのPR誌だったかな、それにかくようにと会いに来たことがあって、それで、堀内さんとつき合うようになった。あるとき、遊びに行ったら、「こどものとも」の「七わのからす」だかを、堀内さんがかいてたのね。それを見て、ぼくもこういう絵本の仕事をやりたいって言ったら、じゃ、やればなんて言ってね、しばらくたったら、「がんばれさるのさらんくん」の原稿を持ってきてくれたの。それは、堀内さんが絵をかくように頼まれたものだったんだけど、これは長さん向きじゃないかって、ぼくに回してくれた。それが、そもそもの始まり。

長谷川　『がんばれさるのさらんくん』は、線のリリシズムというか、透明感のある画面構成がとても印象的な絵本ですね。それからすぐに「こどものとも」で『おしゃべりなたまごやき』を出され、それも同じような画風だったと思いますが。その後、改訂版として出された『おしゃべりなたまごやき』の方は全然雰囲気が違っていますね。線ではなくて、色彩の本という感じで、とても官能的で……。この二冊の絵本の変化の意味みたいなことを、お聞きしたいんですが。

長　ぼくは絵が、四、五回ぐらい変化してるんですけどね。意識的に変えたんじゃなくて、ひとりでに変わっていっちゃうんですよね。意識的に変えていくというのは、どこかうそっぽいっていうか、知らないうちに、だんだんに変わっていくのでいいんじゃないかと、自分では思ってるんですけどね。ただ、変わっていくときの谷間というか、脱皮する途中でブラブラしているという感じが好きじゃないですね。振り返ってみると、そういうときの作品っていうのが、自分ではあんまり好きじゃない。

●ドギマギしてしまう絵本

長谷川　『おしゃべりなたまごやき』の改訂版の方ですが、保母になって絵本を見るようになってから、まだ一年もたたなかったころ、あの本を手にしたときは正直いって、最初、どう受けとめていいのか、ともかく色彩がすごく強烈だなって驚いたのを、よく覚えています。赤と緑と茶色がすごくて、ドギマギしてしまうような感じで……。だけど、何回か、子どもたちと読んでいるうちに、王様のキャラクターと、らっぱの、タララッタ　トロロット　プルルップ　ダダダー。っていう音が絵と非常に合っているという気がしてきたんですね。子どもたちは、この本が好きで、何回も何回も読んだんです。そのうち、だんだん、最初のドギマギの感じが自分の中で薄くなっていって、ああ、これだ、これでいいんだという気持ちになっていったんです。それからは非常にいい気分で、あの本とつき合えるようになって、とっても好きな本になってしまいました。

長　かく側としては、お話に対して、どういう基調色が合うかということを当然考えるんですよね。

長谷川　今の若い保育者の人たちは、かわいい、やさしい絵本を好きな人が多いらしいんですが、確かに、そういう[illegible]というのは誰でも抵抗がありません。でも、最初に抵抗を感じても、繰り返し子どもと見ていくうちに、徐々にわかってくるものがあるし、自分の感覚の幅が広がってくるんですね。

長　ぼくだって抒情的なものを否定してるわけじゃなくて、その質が高ければ、かわいい絵だって、もちろんいいと思う。だけど、かわいいとか、叙情的なものというのは、質が悪くても、みんなに好かれやすい面があるので、非常に危険だと思うのね。

（この項続く）

次号予告
「こどものとも」6月号は、内田莉莎子再話／平出衛画「よくばりワシカ」です。卵を見つけたネコのワシカは、二つよりはもっと多い方が、卵よりはヒナの方がと、どんどん欲を出してしまいました。
福音館の月刊誌5月号
■こどものとも(年中向き)「こよたのまーち」村山桂子ぶん／堀内誠一え　二三〇円
■年少版こどものとも「みどりのみ　あかいみ」ごんもりなつこ作　二三〇円
■かがくのとも「かかし」片山健さく　二五〇円
■たくさんのふしぎ「拝啓・手紙です」天野祐吉文／辻本洋太朗絵　六〇〇円
■お母さんとともに歩む雑誌・母の友　三〇〇円

ANNEXURE 2 (Contd.)

おたよりのへや

親子のつながりがもてました　　島袋輝子

「ぼくのたからものどこですか」（三八二号）の角野栄子さんの文には、とても心をひきつけられました。いろんな動物がでてきて、自然に物語の中へとけこむことができ、何回もくり返し読んでいます。忙しくてなかなか子どもに読んでやる暇がなかったのですが、この本を通して親子のつながりがもて、とても喜びを感じています。

（和歌山県和歌山市）

「おとうさんといっしょに」（三八〇号）を読んで　　堀　朋美

わたしは、小学校二年生です。いまの、あきひさくんといっしょです。この本を読んで、こういう人もいるんだなとわかりました。

わたしは、本が大好きです。毎月、弟がようじがあって本をもらってくると、すぐ読みます。ようじがあって読めないときは、おそくても、夜には読みます。それで、この本を、お母さんに読んであげました。

読んであげているうちに、「でんどうくるまいす」ということばがでてきました。車いすは、しっているけど、電どう車いすは、しりません。お母さんに、「電どう車いすってなに？」と、きくと、「スイッチをおせばうごく車いすだよ」と、おしえてくれました。

「絵本のたのしみ」というのを、お母さんに読んでもらいました。それで、あきひさくんが、わたしとおなじ年なんだな、ということもわかりました。

（岐阜県本巣郡）

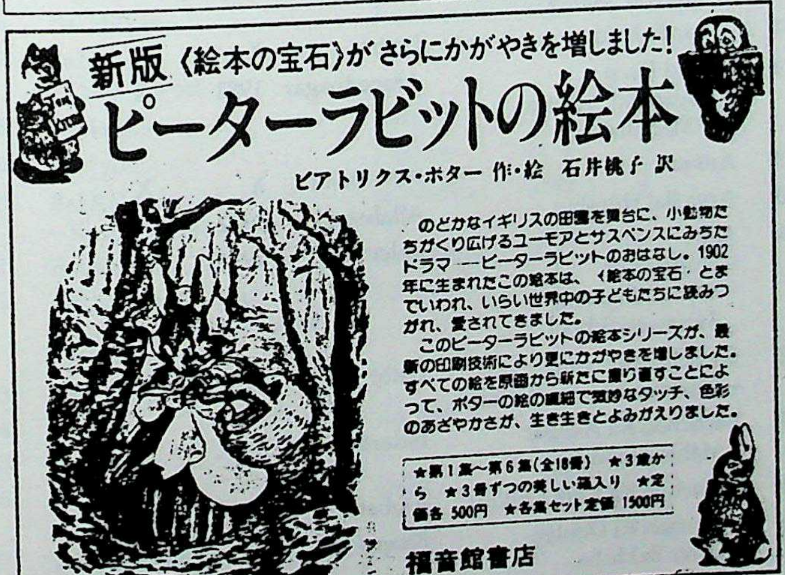
こんな〝しかけ〟がありますよ！　　岡村久美子

「こどものとも」を、子どもより楽しみに待っています。一月号の「おたよりのへや」（千田文子さんと中村明子さんのお便り）を読んで、ぜひお知らせしたくてペンをとりました。

まず「とん　ことり」（三六一号）は、林明子さんのファンなので、わざわざ人に借りて楽しんだ本でした。千田さん、あの女の子は、いつもどこかで、遠くからながめていますよ。もう一度、さがして見てください。

作者が楽しみながら作っている〝しかけ〟を絵本の中から捜すのも、私の楽しみ方のひとつです。その意味で、「のらっこ」（三七九号）と「さんねんごい」（三四〇号）をくらべて見てください。何から何まで変わっていないのです。中村さん、同じなのは、子犬たちだけではないのです。お寺も、火の見やぐらも、茅屋根の家も、わらぶきの家も、河も、木も、犬小屋、トリ小屋、すべて位置関係が正確です。作者の記憶にただ感服。今、「はるまつり」（三五〇号）が見たくてたまりません。

（山口県宇部市）



新版〈絵本の宝石〉がさらにかがやきを増しました！

ピーターラビットの絵本

ビアトリクス・ポター 作・絵　石井桃子 訳

のどかなイギリスの田園を舞台に、小動物たちがくり広げるユーモアとサスペンスにみちたドラマ――ピーターラビットのおはなし。1902年に生まれたこの絵本は、〈絵本の宝石〉とまでいわれ、いらい世界中の子どもたちに読みつがれ、愛されてきました。

このピーターラビットの絵本シリーズが、最新の印刷技術により更にかがやきを増しました。すべての絵を原画から新たに撮り直すことによって、ポターの絵の繊細で巧妙なタッチ、色彩のあざやかさが、生き生きとよみがえりました。

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ANNEXURE 3

Children's Magazines in Hindi

S. No.	*Name of the Magazine and Editor*	*Place of Publication*	*Year of starting*	*Year of closing*
1	2	*3*	*4*	*5*
1.	Achhe Bhaiya – Harish Chandra Agrawal	Allahabad	1986	X
2.	Adarsh Bal Patrika	Hissar	1955	X
3.	Adarsh Bal Sakha – Ram Pravesh Choubey	Varanasi	1977	1981
4.	Adarsh Chitra Katha – D. Kumar	New Delhi	1979	X
5.	Ainee	Delhi	1980	X
6.	Akshay Bhaiya – Ram Kishore Agarwal 'Manoj'	Allahabad	1934	1938
7.	Amar Kahani	Delhi	X	X
8.	Anand Deep – Dayanand Sharma 'Madhur'	Ahmednagar	1982	X
9.	Ankur	New Delhi	X	X
10.	Arya Bal Hiteshi	Allahabad	1902	X
11.	Asha – Students of Vishuddhanand Saraswati School	Calcutta	1924	X
12.	Bachche Aur Hum – Mastram Kapoor 'Urmil'	Delhi	1972	X
13.	Bachchon Ka Akhbar – Mahendra Joshi	Indore	X	X
14.	Bachchon Ka Khel Khilona	Ambala	1960	X
15.	Bachchon Ki Duniya – Jahur Bakhsha, Master Baldev Prasad	Bhopal	X	X

1	2	3	4	5
16.	Balak – Ramlochan Sharan	Laheriya Sarai, Patna (Bihar)	1926	X
17.	Bal Bandhu – Mushtaq Pardesi	Lucknow	1973	1980
18.	Bal Bharti – Prayag Narayan Tripathi	New Delhi	1948	X
19.	Bal Bodh – Thakur Shrinath Singh	Allahabad	1947	X
20.	Bal Darpan	—	1882	X
21.	Bal Darshan – Mayawati Arya	Kanpur	1975	X
22.	Bal Gopal	Phagwara	X	X
23.	Bal Hans – Anant Kushwaha	Jaipur	1986	X
24.	Bal Hit – K.L. Shrimali	Udaipur	X	X
25.	Bal Hiteishi – Vinod Bihari Sen Roy	Meerut, Kanshi	1911	1916
26.	Bal Hitkar	Lucknow	1891	X
27.	Bal Jagat – Usha Tiwari	Lucknow	1967	X
28.	Bal Jeevan	Karnal	X	X
29.	Bal Jyoti	Kanpur	X	X
30.	Bal Kalpana – Kumari Seema	Jullundhar	1979	X
31.	Bal Kalyan	Phagwara	X	X
32.	Bal Kavita (Annual) – Vinod Chandra Pandey 'Vinod'	Lucknow	1985	X
33.	Bal Lila	X	X	X
34.	Bal Lok	Ambala	X	X
35.	Bal Manas	X	1974	X
36.	Bal Manch – Chitra Garg	Delhi	1987	X
37.	Bal Manoranjan – Ganesh Dutt Sharma	—	1914	1915

1	2	3	4	5
38.	Bal Mela – Radheyshyam Pragalbha	Delhi	1989	X
39.	Bal Mitra	—	1946	X
40.	Bal Nagar – Shila M.A., Kunal Shriwastava	Allahabad	1982	1983
41.	Bal Pataka – Jayavrata Chatterji	Mathura	1978	X
42.	Bal Phulwari	X	X	—
43.	Bal Prabhakar – Kishorilal Goswami	Allahabad	1906	X
44.	Bal Prabhat	—	X	X
45.	Bal Rangbhumi – Dharampal Gupta	—	X	X
46.	Bal Ratan – Narendra Kumar	Kanpur	1980	1981
47.	Bal Ruchi – Ravindra Shriwastava	Lucknow	1975	X
48.	Bal Sakha – Badrinath Bhatt	Allahabad	1917	1970
49.	Bal Sandesh	New Delhi	1980	X
50.	Bal Sansar	—	X	X
51.	Bal Sputnik	Russian Embassy, New Delhi	X	X
52.	Bal Suman – Sanjay Dwivedi	U.P.	X	X
53.	Bal Vani	U.P.	1995	—
54.	Bal Varshiki	Ajmer	X	X
55.	Bal Vinod	Lucknow	1934	X
56.	Bal Vinod	Muradabad	1936	X
57.	Balesh – Vishwadeep	Delhi	1975	X
58.	Balika	X	1929	1929
59.	Balman – Surya Narayan Saxena	New Delhi	1980	X
60.	Basic Bal Shiksha	X	X	X

1	2	3	4	5
61.	Bhagyodaya – T. Krishnaswamy	Jabalpur	1948	X
62.	Bharti	Lucknow	1947	X
63.	Chakmak – Vinod Rayna	Bhopal	1985	X
64.	Chamakte Sitare	—	X	X
65.	Chamcham – Vishwaprakash	Prayag	1930	X
66.	Chamcham – Ghanshyam Ranjan	Lucknow	1972	X
67.	Champak – Vishwanath	New Delhi	1968	X
68.	Chanda – Ram Kishore Agrawal	Jabalpur	1950	1966
69.	Chanda Mama – Chakrapani	Madras	X	X
70.	Chandan – Ajijulla Khan	Bahraich	1982	X
71.	Chhatra Hiteishi – Babu Shivcharanlal	Allahabad	1906	X
72.	Chhatra Sahodar	Jabalpur	1920	X
73.	Chhona	New Delhi	1980	X
74.	The Children Times (Hindi) – Narendra Nirmal	Lucknow	1981	X
75.	Chitralekha	Bombay	1950	X
76.	Chunnu-Munnu – Jayanath Mishra	Patna	1950	X
77.	Crusveer	Patna	1953	X
78.	Dev Chhaya	Jullundhar Chhavani	1975	X
79.	Dev Putra – Vishwanath Mittal	Gwalior	1979	X
80.	Didi – Shrinath Singh	—	X	X
81.	Dudh Batasha	Calcutta	1938	X

1	2	3	4	5
82.	Gaurav Gatha	New Delhi	1980	X
83.	Gharonda	—	X	X
84.	Gudiya – Vijaya Bpineedu	Madras	1973	X
85.	Guru-Chela – Usha Kumari	Delhi	1973	X
86.	Hair School Patrika – Devta Singh Sevak	Calcutta	1916	X
87.	Gyan Doot	—	—	X
88.	Hamare Balak	Delhi	1942	X
89.	Hansti Duniya – P.L. Bajaj	Delhi	1973	X
90.	Hitkari	Multan	X	1917
91.	Honhar – Prem Narayan Tondon	—	1944	X
92.	Jharna	Jodhpur	1947	X
93.	Jhunjhuna	—	1938	X
94.	Jeevan-Shiksha – Varun Bhai	Varanasi (U.P.)	X	X
95.	Kalrav	New Delhi	1977	1979
96.	Kamal	—	X	X
97.	Kanya Manoranjan	—	1913	X
98.	Kanya Sarvasv	Karnalganj Prayag	1913	X
99.	Kashi Patrika – Babu Baleshwar Prasad	—	1876	X
100.	Khilona – Raghunandan Sharma	Kanshi	1926	1960
101.	Khilona	Jamshedpur	X	X
102.	Kilkari – Bhupendra Gandhi	Delhi	1984	X
103.	Kishor Bharti	Prayag	1954	X
104.	Kishor-Milind – Shashiprabha Agrawal	Delhi	1973	X
105.	Kumar – Raja Suresh Singh	Kala-Kankar, Avadh	1932	X

1	2	3	4	5
106.	Kumar	Gwalior	X	X
107.	Kutkut – Ramesh Gupta 'Chatak'	Ratlam	1981	X
108.	Lal	Bhopal	1938	X
109.	Lalla	Allahabad	1948	X
110.	Lallu Jagdhar – Premchand Gupta 'Vishal'	Lucknow	1982	X
111.	Lallu-Panju – Pradip Prakash, V. Kumar	Lucknow	1975	X
112.	Lot-Pot – A.P. Bajaj	New Delhi	1969	X
113.	Madhu Muskan – Mohinder	New Delhi	1980	—
114.	Madari – Vyathit Hradaya	Allahabad	1930	—
115.	Man Mohan – Shrinath Singh	Allahabad	1949	X
116.	Monitor	Narsinghpur	1912	1916
117.	Manovinod	Allahabad	1917	X
118.	Mela – Yogendra Kumar Lalla	Calcutta	1979	X
119.	Milind – Ratan Prakash 'Sheel'	Delhi	1964	X
120.	Mukul – Rameshwar 'Ashant'	Jaipur Rajasthan	X	X
121.	Munna	X	X	X
122.	Munna-Munni – Mohanlal Mahato	X	X	X
123.	Muskrate Phool	Jaipur	1978	X
124.	Nagram – Pradip Shanker Mishra	Delhi	1972	X
125.	Nandan – Rajendra Awasthi, Jaiprakash Bharti	New Delhi	1964	—
126.	Nanha Rahi – Badri Vishal Madhav Nigam	X	X	X

1	2	3	4	5
127.	Nanhe Munnon Ka Akhbar – Ajamil, Pradip Saurabh	X	1981	X
128.	Nanhe Samrat – Anand Diwan	New Delhi	1988	—
129.	Nanhe Tare – Pushp Kumar Singh	Chandigarh	1981	1988
130.	Nanhi Duniya	Dehradun	X	X
131.	Nanhi Muskan – Rajendra Nigam, Shyam Nigam	Kanpur	1981	X
132.	Natkhat	Almora	1934	X
133.	Naunihal	X	1942	X
134.	Naye Phool Dharti Ke – Jayvrat Chatterjee	Mathura	1986	X
135.	O Raja	Indore	1977	X
136.	Panju Lambu	X	X	X
137.	Parag – Satyakam Vidyalankar	New Delhi	1958	X
138.	Pyara Bulbul – A.A. Anant	Jaipur	1974	X
139.	Pradeep	X	X	X
140.	Raja Beta	Varanasi	X	X
141.	Raja Bhaiya – Anna Didi	Delhi	1959	X
142.	Raket – Raj Kumar Jain 'Rajan'	Akola (Chittor Garh)	1980	X
143.	Rani Bitiya – Shiv Narayan Upadhyaya	Varanasi	X	X
144.	Saheli	Prayag	X	1926
145.	Samajh Jharokha – Manohar Ashi	Bhopal	1989	—
146.	School Master	X	1917	X
147.	Shakti Putra	Delhi	1973	1983
148.	Shavak – Sarojini Pritam, Anju Bajaj	Delhi	1974	1976

1	2	3	4	5
149.	Sher Sakha – Shambhu Prasad Shrivastava	Calcutta	1964	X
150.	Shishu – Sudarshanacharya	Shishu Karyalaya, Prayag	1915	1950
151.	Shishu Bandhu – Sarojini Kulshreshtha	Lucknow	1966	
152.	Shishu Bhavan Patrika	Calcutta	1977	X
153.	Shishu Rang	Kanpur	1977	1980
154.	Soldiers of God (Hindi)	Tamilnadu	1953	X
155.	Suman Saurabh – Vishwanath	New Delhi	1983	—
156.	Swarn Kamal	X	X	X
157.	Tinkal	Bombay		—
158.	Titli – Vyathit Hraday	Allahabad	X	X
159.	Utsah – Mahadev Govind Kanitkar	Kashi	1924	X
160.	U.P. Nanha Samachar – Veena Sharma	Lucknow	1989	
161.	Upavan –Salim Khan Farid	Sikar (Raj.)	1984	
162.	Vaigayanik Balak – Suraj Prakash Papa	Jaipur	X	X
163.	Vanar – Ram Naresh Tripathi	Allahabad	1931	X
164.	Vanar – Shrikrishna Bihari Sahal	Jaipur	1931	X
165.	Veer Balak	Delhi	1924	X
166.	Vidya	X	1917	X
167.	Vidya Prakash – Ram Narayan	X	X	X
168.	Vidya Vinod	Bankipur, Patna	1894	X

1	2	3	4	5
169.	Vidyarathi – Ramjilal Sharma	Prayag	1914	X
170.	Vidyarathi Sakha	—	1917	X
171.	Vigyan Lok	Agra	1960	X
172.	Yuvak	Patna	1929	1930

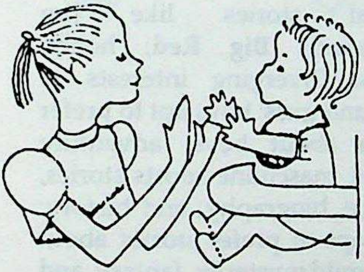
Note: In addition to these monthly and fortnightly magazines, there are children's sections in weekly magazines. Sunday editions of daily newspapers also have children's sections.

Necessary informations about particulars of Editors, years of starting or closing and places of publication are not available in case of some magazines and therefore not furnished in the relevant columns. In cases where editors succeeded one after another, the name of founder editor is given.

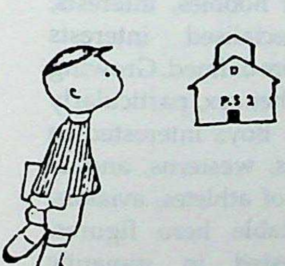
ANNEXURE 4

How Reading Needs and Interests Change as Children Grow

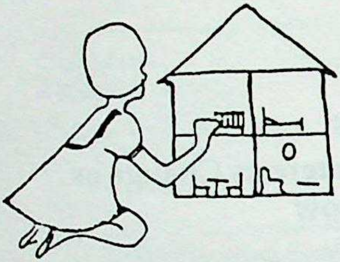
Just as children grow differently and do not all reach the same point in development at the same time, their individual reading needs and interests will differ. This chart, therefore, is intended only as a general guide and not as a set of rules to be followed rigidly.



Early childhood. These are the days for Mother Goose, nonsense, and obvious humour. Small fry like simplest of rhymes and rhythms; picture books with simple, familiar situations and just a bit of a story; stories about people, animals, everyday happenings.

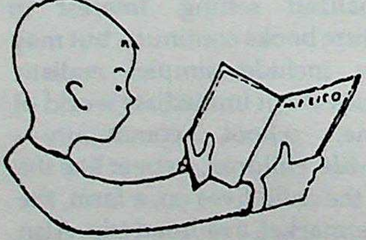


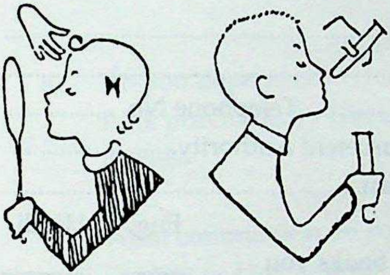
Kindergarten and primary school years. Going to school means wider horizons, a more socialized setting. Interest in picture books continues, but may now include simple, realistic stories about immediate world of home, school, community—real-life, children, a street like the one the child lives on, a farm, the supermarket, a railroad trip. Also simple stories about magic, like Seuss' **500 Hats of Bartholomew Cubbins;** nonsense like **Hope Newell's The Little Old Woman That Used Her Head;** poetry like Rachel Field's **Taxis and Toadstools** and A.A. Milne's **When We Were Very Young.**



Intermediate years. Range of interest is wider, span of attention longer. Interested in longer stories or books about people and customs outside immediate environment: regional stories, stories about other lands, historical and folk tales. Also, realistic stories about boys and girls in which adults play a part and the plot is relatively complicated, as in Howard Pyle's **Otto of the Silver Hand**; realistic animal stories like Jim Kjelgaard's **Big Red**; hobby books. Diverging interests of boys and girls: boys apt to prefer books about boys, adventure stories, masculine sports stories, science, biography, and history; girls apt to prefer stories about girls, mild mysteries, fantasy, and girls' adventure series.

Proadolescence. Greater selectivity of hobbies, interests, friends, specialised interests becoming more defined. Growing interest in other sex, particularly among girls. Boys interested in sports stories, westerns, and in biographies of athletes, aviators, and comparable hero figures. Girls interested in romantic junior novels, biographies of women, etiquette books such as Betty Betzs' **Your Manners Are Showing**, books about girls like themselves, and romantic career novels. Both boys and girls enjoy myths and legends.





Adolescence. Emerging adult concepts. May be physically mature, but lacking in adult experience. Idealistic; striving to understand the world around them and to find a place for themselves in that world. Interested in books which deal with more abstract moral and philosophical problems and with social questions. Boys particularly likely to be interested in pure science. Reading interests and tastes of both boys and girls largely of the adult level, but both still need books to help them bridge the gap between childhood and adulthood—books on understanding themselves and others, on college life, on careers.

ANNEXURE 5

Questionnaire for Publishers/Distributors

1. Name of the concern..

   Address...

   ....Telephone No. ....

   Name of the Proprietor/Competent Authority.......................

   Present position in the concern..

		Eng.	Hindi
2.	(a) How many Children's books you approximately Publish in a year?	____	____
	(b) How many children's books you have published so far?	____	____
	(c) How many are:		
	New editions	____	____
	Translations	____	____
	Reprints	____	____
3.	What is your approximate print run?	____	____
4.	In how many languages do you publish?	____	____
5.	Are you satisfied with the sales?	Yes	No

6. What categories of books are sold best? Please number in order of priority

   (a) *Fiction*

   Contemporary stories

   Folk stories

   Historical stories

   Mythological stories

   Science fiction

   (b) *Drama*

   (c) *Non-fiction*

   Science books (including inventions and discoveries)

   Travelogue, adventure and explorations

Sports books
Reference books
Biographies
(d) Poetry

7. What are your sales outlets (i)....................
(ii)....................
(iii)....................

8. Do you depend on:
Bulk purchases by Govt. Departments and Libraries
Retails
Both

9. What commission do you pay to:
Dealers or Distributors ....
Booksellers ....
Both ....

10. Mode of payment to:
Authors Lump-sum Royalty
Illustrators Lump-sum Royalty

11. Do you have an editor of children's books, Yes No

12. Do you depend on:
Only unsolicited manuscripts
Only commissioned manuscripts
Both

13. Do you think that the major part of the publishing for children has been taken over by the Govt.? Yes No

14. Do you think co-publishing between Govt. agencies and Pvt. Publishers can be fruitful? Yes No

15. Can simultaneous publishing in different languages or exchange (by way of translation of text) reduce the cost? Yes No

16. Are books published in India, particularly in Indian languages adequately illustrated? Yes No

If No, is high expense involved Yes No

17. What percentage of your budget is earmarked for publicity? ....

18. What are your publicity channels? ....

19. Do Book-fairs & exhibitions help in sales? Yes No

20. In the last 10 years since exhibitions and book-fairs have become more frequent, do you think that peoples' attitude towards children's books has become more positive now? Yes No

21. Do you think that the future of Children's literature is bright in India as far as private publishers are concerned? Yes No

22. Do you think that publishing for children in India today is viable? Yes No

If No, why...

....

23. What are the Federations of Publishers doing to promote Children's books..

....

....

24. Do you think that Govt. should subsidise the publication of Children's Books, especially Reference Books like Encyclopaedias, Books of Knowledge etc.? Yes No

25. Ministry of Education has a proposal to setup a National Centre for Children's books. What do you think about the proposal? Will it help the Children's Books Publishers? Yes No

26. Do you think that there should be more sales channels i.e. Book shops and Stalls to reach to the masses? Yes No

If yes, please suggest the proper sales channels.........................

....

....

27. What are your problems in publishing children's books?

....

....

28. What are your problems in distributing children's books?

....

....

29. Do you think that discount on Postal rates will help in distribution? Yes No

30. Should Govt. provide special concession for publishing children's books? Yes No

31. Should there be a subsidy scheme to encourage Private Publishers in this area? Yes No

32. Do you have any other suggestions..

....

....

Signature

ANNEXURE 6

Guidelines Regarding Purchase of Children's Books under the Scheme of Operation Blackboard

1. There are about 5.5 lakh primary schools in the country which are proposed to be covered under the scheme of Operation Blackboard in phases. This is expected to involve an expenditure of about Rs. 96 crores on this item alone. It is, therefore, of utmost importance that great care should be exercised in the proper selection of books for children. Accordingly, it is suggested that the following guidelines should be adopted for the selection and procurement of books under the Operation Blackboard Scheme:

Selection of Books

Books should be chosen keeping in mind that they are meant for children of the age-group of 6-11 years. They should be attractive, well written, pictorial and of a kind to excite curiosity and retain interest of the children. Following subject areas for selection of books are suggested:

1. Folk Tales
2. Mythology
3. Fiction
4. Cultural Heritage
5. Land and People
6. Festivals of India
7. Freedom Struggle
8. National Symbols and National Heroes
9. Biographies—National leaders, Freedom Fighters and others
10. Breakthrough Readers
11. Rhymes and Pictures
12. Plant and Animal life
13. Popular games and sports
14. Travelogues
15. Stories/fiction including science fiction.

This may be treated as an illustrative list only and not an exhaustive use one.

2. NCERT has already prepared a suggestive list of 321 books published by NBT, CBT, NCERT and Publications Division, Ministry of Information and Broadcasting. This list has already been circulated to all State Governments. This may form the initial central list of suggestive books which would be updated from time to time and also include books published by the publishers in the private sector. This list will help in fostering national integration and make available a wide range of books of common interest to the children throughout the country. The State Government may also prepare a similar list after taking into account the current needs, the cultural heritage and the language of the local people. This list should also be updated by the State Governments periodically, say after six months. The purchase of books should be confined to these two lists.

3. The preparation of the suggestive State list may be entrusted to a Committee formed for this purpose. The Committee should have representation from eminent authors, illustrators, children's book reviewers and production experts. Such a Committee may meet periodically and selection should be made a continuous process so that new publications can be added regularly.

4. In order to get suitable books available in regional languages, State Governments may make arrangements to get selected books translated from one language into another with the assistance of the private publishers after completing formalities relating to the Copyright, etc.

Procedure of Procurement

5. The selection of books should be confined to those published by Government agencies alone and books published by the private publishers may also be considered.

6. Books should not be purchased by calling tenders or quotations. The major factors which may be taken into consideration while selecting the books should be—quality of production, *vis-a-vis* pricing and quality of illustrations, etc. Print size should be easily readable and it should not be below 16 points and the books should be well bound. Paper used should not be of less than 70 gsm.

7. The States/Union Territories may evolve a Pricing Formula to determine the unit cost of production after taking into account the cost of paper, printing, royalty to the authors, illustrators and artists. To cover distribution charges and fair margin of profit, the price of the books should be fixed by increasing the unit cost of production by 50%.

8. Since the costing formula referred to above does not provide undue margin of profit, State Government should not insist on any discount from the publishers after fixing the price of the book as per the Pricing Formula.

9. Sufficient notice for selection of books should be given by issuing advertisement in a national newspaper and a local leading daily.

10. Since required number of copies of a title may not be readily available in stock, adequate time (not less than 2 months) should be given to the publishers to print and supply the books. To ensure that the publishers honour their commitment regarding supply of books in time, some earnest money may be secured from them.

11. The point of delivery should be decided in advance and adequate arrangements made to receive the consignment and to compare the supplies with the sample. The books so received should be distributed among the users at the earliest possible time.

12. Under the scheme of setting up a National Centre for Children's Literature, the National Book Trust, with the help of the NCERT and Language Committees of writers, illustrators and children's literature experts is being made responsible for identifying quality reading material which is available with publishers both in the public and private sectors. These Committees would evaluate books from the point of view of content, quality of production and pricing (on the basis of a pricing formula to be determined in consultation with the publishers' associations). This procedure will provide for continuous upgrading of the central list.

13. The list of selected books should be publically displayed and a copy each of all books purchased should be sent to the National Centre for Children's Literature being set up at A-5, Green Park, New Delhi-110016, under the aegis of National Book Trust.

ITEM 8

Books For Library

8.1 REFERENCE BOOKS

8.1.1 Number/Quantity

Three

Dictionary—two (one for teachers, one for children). Encyclopaedia—one (preferably in regional language).

8.1.2. Description/Explanation

Reference books are described as ones that are used mainly for the purpose of obtaining, ascertaining the accuracy and reliability of information. The examples are dictionary, encyclopaedia, etc. These are helpful in providing information beyond what is given in textbooks.

8.1.3. Specifications

8.1.3.1 *Contents*

- dictionary for children may consist of pictures and words arranged in alphabetical order to help them teach the use of dictionary and to identify words unknown to them.
- dictionary for teachers may consist of sufficient vocabulary required at primary stage.
- encyclopaedia may contain information on subjects in all branches of knowledge (suitable for the age group of 6 to 11 yrs); may be in one or more volumes.

8.1.3.2 *Material and*

8.1.3.3 *Size*

- be printed on good quality paper (not less than 70 gsm).
- be easy to handle.

8.1.3.4 *Printing and Production*

- type size be suitable [minimum 12 pt. Devanagari or equivalent for children; minimum 10 pt. Devanagari or equivalent for teachers.]
- be hard-bound with cloth/rexin cover.

8.2 CHILDREN'S BOOKS

8.2.1 Number/Quality

Two Hundred

8.2.2 Description/Explanation

Children's books are described as ones that have graded vocabulary and thought content suitable for children (of a specified age group). These books help children to develop habits of extra reading and self-learning.

8.2.3 Specifications

8.2.3.1 *Content*

Children's books should:

- cover varied areas of interest for children.
- be suitable to the children of 6-11 years.
- be well illustrated and attractive, preferably multi-coloured. [Illustrations should reflect local-specific environment especially human figures.]

8.2.3.2 *Material*

- be printed on good quality paper [minimum 70 gsm].

8.2.3.3 *Size*

- be easily manageable by children, preferably of a size that can fit into a school satchel (bag).

8.2.3.4 *Printing and Production*

- print be of standard size. [minimum range of 20 pt. to 16 pt. Devanagari or equivalent.]
- be centrally stitched/section sewn with cover of pulp board/art paper.

8.2.3.5 *Design*

- be well designed.

ADDITIONAL INFORMATION

- Books for children have been published by National Council of Educational Research and Training, National Book Trust, Children's Book Trust, Publications Division, Ministry of Information and Broadcasting and other institutions all over the country. For list of selected books published by these agencies.

- For details regarding guidelines for purchase of books (issued by MHRD vide letter No. F 1-71/87-Sch. II dated August 18, 1988).

8.3 MAGAZINES, JOURNALS AND NEWSPAPERS

8.3.1 Number/Quantity

One each (at available periodicity).

8.3.2 Description/Explanation

A newspaper is a periodical printed in the format of a few large folded sheets, devoted primarily to news and other material of general interest, numbered serially and published at stated intervals, usually daily or weekly in commercial field but fortnightly or monthly in the scholastic field. While a magazine is defined as a periodical in booklet form, usually more literary in tone and more attractively printed and appearing less frequently than students' newspapers. A journal for teachers generally contains articles helpful in the professional growth of teachers.

8.3.3 Specifications

8.3.3.1 *Content*

A Journal/Magazine should:

- have adequately graded information (for children).
- have absolutely accurate information.
- be adequately illustrated wherever necessary.
- have content (for teachers) that may enrich their knowledge.

8.3.3.2 *Material and Size*

- be easy to handle.
- get-up be attractive.
- be printed on good quality paper.

8.3.3.3 *Printing and Production*

- have suitable type size (minimum 12 pt. Devanagari or equivalent for children; minimum 10 pt. Devanagari or equivalent for teachers).

P.N. DAVE
DALJIT GUPTA

ANNEXURE 7

DEPARTMENT OF LIBRARY SERVICES

SAINIK SCHOOL REWA, M.P.

READING RECORD

Name of Pupil (*in Block Letters*)..

Class............Section...........RollNo...........House............Age............

I. State the total number of library books you have studied: ....
....
....
....
....

II. Check the following : (—)
- (1) This book is:
  - (a) Most interesting
  - (b) Interesting
  - (c) Not interesting
- (2) The language and style is:
  - (a) Simple and clear
  - (b) Understandable
  - (c) Difficult

III. State the names of the important characters of this book: ....
....
....
....
....

IV. A brief summary of the Book: ....
....
....
....
....

V. How many times have you referred the dictionary while reading this book? ....

VI. State some new words, Phrases, Idioms, Quotations, and Proverbs you have learnt from this book: ....
....
....
....
....

VII. Did you enjoy reading this book? (State the reason) ....
....
....

Date.............196 .
....
Pupils' Signature

LIBRARIAN'S REMARKS

(I) ....
(II) ....
(III) ....
(IV) ....
(V) ....
(VI) ....
(VII) ....
(VIII) ....

Date.........*196* .
....
Librarians' Signature

Note: The record of each cadet will be put up to the Principal by the first week of every month.

ANNEXURE 8

Theses on Children's Literature

Sr. No.	*Name*	*Year*	*University*	*Topic*
1.	Dr. Hari Krishan Devsare	1968	Jabalpur	Hindi Bal Sahitya: Ek Adhyayan
2.	Dr. Masat Ram Kapoor 'Urmil'	1968	Sardar Patel (Gujarat)	Hindi Bal Sahitya Ka Vivechnatamak Adhyayan.
3.	Dr. Jyoti Swarup	1971	Agra	Hindi Mein Bal Sahitya
4.	Dr. Shri Krishan Chandra Tiwari 'Rashtra Bandhu'	1971	Sagar	Hindi Mein Bal Sahitya Ka Manovigyanik Evam Sahityik Anushilan
5.	Dr. Shri Prasad	1973	Kashi Vidyapeeth, Varanasi	Hindi Bal Sahitya Ki Roop Rekha
6.	Dr. Kusum Dobhal	1980	Garwal	Hindi Bal Kavya Mein Pratik Evem Kalpana Tatav
7.	Dr. C.L. Mishra	1981	Bhopal	Hindi Bal Katha Sahitya Mein Shabad Yojna
8.	Dr. S.K. Gupta	1982	Agra	Hindi Shishu Sahitya Ka Kathya Aur Shilap Parak Samikshatmak Adhyayan

S. No.	Name	Year	University	Topic
9.	Dr. Manju Goyal	1982	Meerut	Swatantrayotra Hindi Bal Sahitya Ka Alochnatmak Adhyayan
10.	Dr. Vijay Luxmi Sinha	1983	Jabalpur	Adhunik Hindi Mein Bal Sahitya Ka Vikas
11.	Dr. Vaidya Nath Singh	—	Magadh	Hindi Ki Balopyogi Patra-Patrikayien
12.	Dr. Usha Devi Singh	1987	Kashi, Varanasi	Hindi Bal Kahani Ka Kathanak Vishleshan
13.	Dr. Nirmala Verman	1987	Kashi, Varanasi	Hindi Bal Kavya: Ek Adhyayan
14.	Dr. Renu Singh	1987	Kashi, Varanasi	Hindi Bal Natak: Ek Adhyayan
15.	Dr. Rajeshwari Singh	1988	Kashi, Varanasi	Hindi Bal Sahitya Aur Bal Manovigyan
16.	Dr. Pushpa Jain	1988	—	Swatantrayottar Hindi Bal Kavya Ka Vishleshnatmak Adhyayan
17.	Dr. Raj Kiran Dixit	1988	Lucknow	Hindi Bal Geetkar
18.	Dr. Kanchan Lata Yadav	1988	Kanpur	Hindi Bal Sahitya ke Vikas Mein Shri Chandar Pal Singh Yadav 'Mayank' Ki Sahitya Sadhna Ka Mulyankan

19.	Dr. Bhola Nath Singh	1989	Kashi, Varanasi	Hindi Bal Gadya Sahitya: Ek Adhyayan
20.	Dr. (Mrs.) Vijay Gupta	1991	Delhi	Growth and Development of Children's Literature in Hindi Published in Independent India.
21.	Dr. Surendra Nath Tiwari	1992	Delhi	Hindi Bal Sahity: Parampara Vikas Evam Mulyankan
22.	Dr. Jyotsana Sharma	1993	Agra	Chandar Pal Singh Yadav 'Mayank': Vyaktitva Evam Kratitiva
23.	Dr. Napendra Kumar Pandey	1994	Ruhelkhand	Nirenkar Dev Sewak Ki Bal Kavitaon Ka Manovigyanik Adhyayan
24.	Dr. Pratima	1994	Kashi, Varanasi	Swatantrottar Hindi Bal Kavita: Vishleshnatmak Adhyayan
25.	Dr. Dileep Achyut Sadhale	—	—	Swatantrottar Hindi Aur Marathi Bal Sahitya: Ek Tulnatmak Adhyayan
26.	Dr. Vidya Ganpatrao Nimbalkar	—	—	Hindi Tatha Marathi Mein Charitraparak Bal Sahitya
27.	Dr. Jyotsana Dwevedi	—	—	Hindi Kishor Sahitya

Note: Bal Geet Sahitya: Itihas Evam Sameeksha by Nirankar Dev 'Sevak' though never submitted for award of any university degree is regarded as a work of doctoral level.

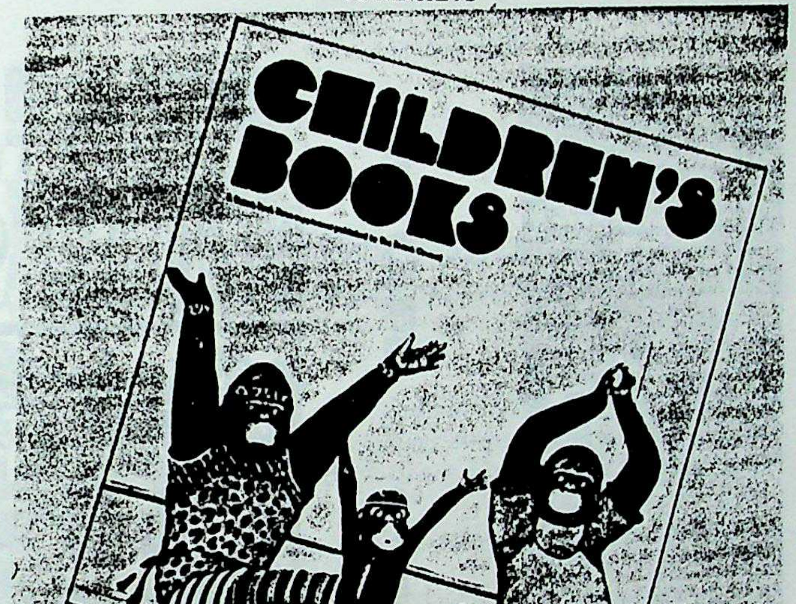
ANNEXURE 9A

Complete List
1990

Treasure Island

Heinemann Young Books, Hamlyn Children's Books,
The Parent & Child Programme, Methuen Children's Books

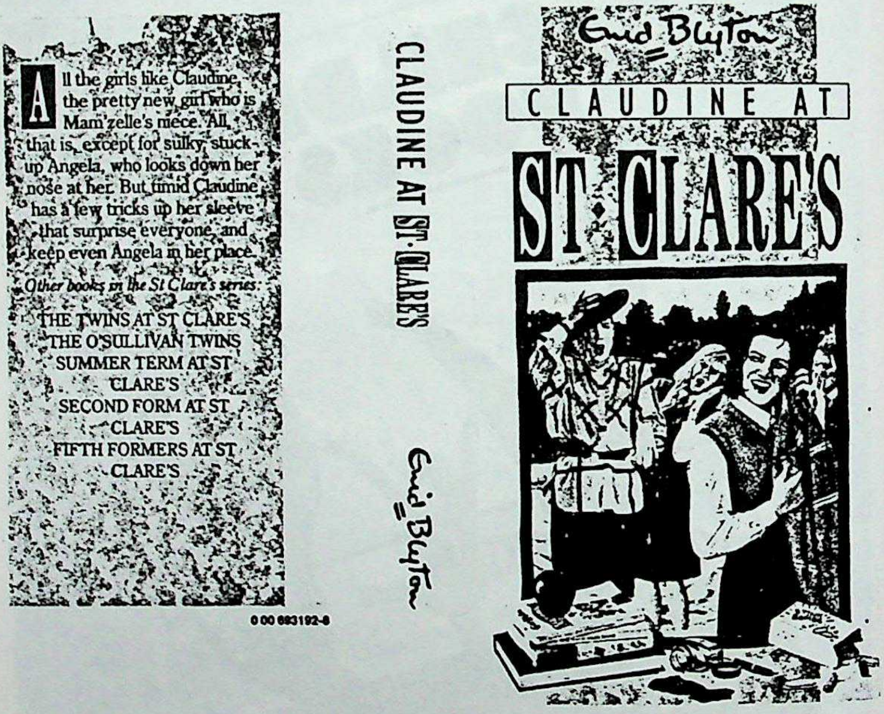
ANNEXURE 9B



British Book News Children's Books: The essential reference source for *anyone* interested in choosing good books for children. . .

A British Council publication.

ANNEXURE 9C



All the girls like Claudine, the pretty new girl who is Mam'zelle's niece. All, that is, except for sulky, stuck-up Angela, who looks down her nose at her. But timid Claudine has a few tricks up her sleeve that surprise everyone, and keep even Angela in her place.

Other books in the St Clare's series:

THE TWINS AT ST CLARE'S
THE O'SULLIVAN TWINS
SUMMER TERM AT ST CLARE'S
SECOND FORM AT ST CLARE'S
FIFTH FORMERS AT ST CLARE'S

0 00 693192-8

CLAUDINE AT ST·CLARE'S

Enid Blyton

Enid Blyton

CLAUDINE AT
ST·CLARE'S

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The Author

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